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ABSTRACT

Summarized are the proceedings of the eighteenth Lake Okoboji Educational Media Leadership Conference. The first section of the report contains the text of the keynote address which dealt with the path-goal approach to leadership, lateral leadership, and leadership style. Reviews of general meetings and group discussions are next presented. Six groups were formed to study: (1) goals and program development of AECT (Association for Educational Communications and Technology); (2) interrelationship of organizational structures; (3) functional leadership; (4) leadership at local, state, and regional levels; (5) competencies of the educational leader; and (6) recognizing, nurturing and rewarding potential leadership as it pertains to AECT. Concerns voiced by delegates, and summarized responses to the evaluation questionnaire of the conference are appended. (SC)

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SUMMARY REPORT

of the

EIGHTEENTH LAKE OKOBOJI EDUCATIONAL MEDIA LEADERSHIP CONFERENCE

Iowa Lakeside Laboratory
Lake Okoboji, Milford, Iowa

August 13-18, 1972

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Association for Educational Communications and Technology
Washington, D. C. 20036

1972 Theme:

"LEADERSHIP DEVELOPMENT FOR THE MEDIA PROFESSION"

Co-Editors: Lida M. Cochran and John R. Bullard
Copy Layout: Ann Clark
Photography: Charles Seemuth

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FOREWORD

The Eighteenth Lake Okoboji Educational Media Leadership Conference adjourned on August 18, 1972. This report will provide a summary of important events during the five-day meeting.

The theme for discussion in 1972 was "Leadership Development for the Media Profession." The keynoter was J. G. Hunt, Administrative Sciences, University of Southern Illinois, Carbondale, Illinois. Delegates came from thirty-seven states, Puerto Rico, Canada and Norway.

For the first time, the AECT Affiliate Relations Presidents met with the Okoboji Conference. This brought many of the Presidents of the State Affiliate groups to this meeting. It was thought that by involving the Affiliate Presidents, they would start leadership groups in their state and regional associations.

It is not claimed that this conference on "leadership" found all the answers to this important phase of education, but with such dedicated delegates, it must have had an impact on the 72 delegates. The delegates soon found that leadership does not come wrapped in one box, but is found in many forms and sizes, and from many sources.

One of the exciting developments was the leadership shown by the emerging young graduate students. One wrote after the conference as follows: "When I look upon my life I can pick out those experiences which have had the most significant influence. Okoboji was one of these experiences. At Okoboji I made a commitment to myself, my profession, and to what has been called the ideals of Okoboji. Now I will try to live up to that commitment."

To better study different phases of leadership, the delegates divided into six groups to discuss the following topics.

1. AECT Goals and Program Development
2. Interrelationship of Organizational Structures
3. Functional Leadership
4. Leadership at Local, State, and Regional Levels
5. Selected Competencies Which Should Be Demonstrated by the Educational Leader
6. Recognizing, Nurturing and Rewarding Potential/Emerging Leadership as it Pertains to AECT

After providing a cool, damp summer for Iowa, the weatherman turned on the heat and humidity and hatched thousands of mosquitos for the week of the Okoboji Conference. All delegates should have been awarded Purple Hearts for wounds received in action. Also there was heated discussion on accepting final reports on the closing night. The meeting adjourned at 12:20 a. m., showing that communications and technology people are dedicated to proving their convictions. They did not want their names in a summary that was not constructive and complete.

The delegates came prepared. Having done their homework, they were ready to devote the time and energy to developing this report that may serve other groups as a start toward leadership development. It was interesting to watch the small discussion groups start their meetings, groping for a way to attack the questions. Then they went to work. Their deliberations resulted in a report that was acceptable to all the delegates.

I wish to extend congratulations to Charlie Roberts, Chairman, and the members of the Planning Committee for an outstanding job; to Roy Moss and Arthur Suchesk for serving as Co-Chairmen, and keeping the conference moving; to all the delegates who received an attendance certificate, I say, "Well done."

I will close with a quote received from one of the delegates. "I had heard of Okoboji for years and often wondered just what was the 'mystique' of Okoboji that made everyone value it so highly. Now that I have attended the conference I am not sure I still understand all that makes the conference so valuable, but I do know that I consider last week one of the most profitable experiences of my professional career."

Lee W. Cochran

Lee W. Cochran
Director Emeritus
Audiovisual Center
The University of Iowa

Chairman: Iowa Committee for Okoboji Conference

PERSONS ATTENDING THE 18TH LAKE OKOBOJI EDUCATIONAL MEDIA LEADERSHIP CONFERENCE

August 13-18, 1972

Iowa Lakeside Laboratory, Lake Okoboji, Milford, Iowa

		REPRESENTING	PREVIOUS ATTENDANCE
1.	ALEXANDER, Larry 2734 Stagecoach Drive, Fayetteville, AR 72701	Regional Coord.	
2.	BATES, Mrs. C. B. Supervisor, Elementary Library North Bend School District #13, North Bend, OR 97459	Oregon	
3.	BATTRAM, John Director, Instructional Media Services Wisconsin State University, Whitewater, WI 53190	Regional Coord.	69
4.	BENDER, David Ray Asst. Director for School Media Programs Division Library Development & Services, Maryland Department of Education, Box 8717, Friendship International Airport, Baltimore, MD 21240	Graduate Student	
5.	BILLINGS, Rolland Instructional Media Director Ann Arbor Public Schools, 2234 Delaware Drive, Ann Arbor, MI 48103	Michigan	
6.	BLAKE, Raymond J. Assistant Director, Audio-Visual Instruction San Diego City Schools, 4100 Normal St., San Diego, CA 92103	Voted back	71
7.	BRANUM, Paul Director, Instructional Media Services Augustana College, Sioux Falls, SD 57102	South Dakota	70
8.	BRASELMAN, Herbert P. Delaware County I. U. - IMS, Box 392, Wayne, PA 19087	Pennsylvania	
9.	BRONG, Gerald Asst. Director of Audiovisual Center Holland Library, Washington State University, Pullman, WA 99163	Washington	
10.	BROWN, James W. Department of Instructional Technology California State University, San Jose, CA 95125	AECT	64
11.	BULLARD, John R. Asst. Professor & Consultant in Instructional Technology, The University of Iowa, Iowa City, IA 52240	Iowa Committee	70
12.	CARLOCK, Philip D. Associate Dean of Instruction Forest Park Community College, St. Louis, MO 63118	1971 Co-Chairman	67, 69, 70, 71
13.	CLARK, Ann Secretary to Director, Audiovisual Center The University of Iowa, Iowa City, IA 52240	Iowa Committee	62 thru 71
14.	CLARK, Dale Media Director Hastings High School, 1100 West 14th, Hastings, NB 68901	Nebraska	
15.	COCHRAN, Lee Chairman, Iowa Committee for Okoboji Conference Director Emeritus, The University of Iowa, Iowa City, IA 52240	Iowa Committee	55 thru 71
16.	COCHRAN, Lida Asst. Professor & Consultant in Instructional Technology, The University of Iowa, Iowa City, IA 52240	Iowa Committee	60 thru 71
17.	COLTHARP, Jerry Audiovisual Consultant Miami University, Oxford, OH 45056	Ohio	
18.	COOPER, Jerry Audiovisual Center The University of Iowa, Iowa City, IA 52240	Iowa Committee	
19.	COSTELLO, James W. Assistant Professor David Lipscomb College, Granny White Pike, Nashville, TN 37203	Tennessee	71

20.	CRANDALL, Mrs. Kay Ann 1706 Mayfield, Joliet, IL 60435 (formerly at Cedar Falls, IA)	Graduate Student	
21.	CUTTILL, William J. 725 Hickory Drive, Bloomington, IN 47401	Graduate Student	
22.	DANIELS, Wilma Media Coordinator Clark Elementary School, 12028 156th Avenue S. E., Renton, WA 98055	Planning Committee	71
23.	DAVIES, Derwyn Director, Educational Resource Centre 365 Jefferson Avenue, Winnipeg, Manitoba, CANADA	Canada	
24.	FISCHER, ROBERT, JR. Director, Media Service Center Greenwich Public Schools, P.O. Box 292, Greenwich, CT 06830	Connecticut	67
25.	FOLLIS, Lee Administrator, Instructional Media Orange Unified School District, 370 N. Glassell, Orange, CA 92666	California	
26.	FORBES, Loren Manager, Campus Service The University of Iowa, Iowa City, IA 52240	Iowa Committee	69, 71
27.	GILBERG, Sheldon College of Education The University of Iowa, Iowa City, IA 52240	Iowa Committee	
28.	GORDON, Johnny R. 813 Geranium Street, Baton Rouge, LA 70802	Louisiana	
29.	HANDAL, Gunnar Pedegogisk Forskningsinstitutt, Postboks 1092, Blindern, Oslo, 3, NORWAY	Norway	
30.	HENRY, Theodore Admin. Asst. for Instructional Media Utica School District, 13 Elizabeth Street, Utica, NY 13501	New York	68
31.	HILL, Harold Head, Radio-TV Area, Dept. of Communication University of Colorado, Boulder, CO 80302	Voted back	63-71
32.	HITCHENS, Howard Executive Director AECT, 1201 Sixteenth Street, N.W., Washington, D.C. 20036	AECT Office	66-69
33.	HUNT, J. G. Administrative Sciences University of Southern Illinois, Carbondale, IL 62901	Keynoter	
34.	IRVINE, Robert Director, Instructional Services Highline School District, 15701 Ambaum Blvd., S.W., Seattle, WA 98166	Regional Coord.	71
35.	JARECKE, Robert F. Director, Center for Instructional Media California State University, 6000 J Street, Sacramento, CA 95825	AECT	
36.	JENSEN, Harlan J. Route 7, Bel Clare Acres, St. Cloud, MN 56301	Graduate Student	
37.	JOHNSON, Jenny Research and Instructor University of Maryland, College Park, MD 20740 (Box 4, Garrett Pk., MD 20766)	Resource Person	71
38.	JOHNSON, John Edutek, Inc., Ninth and Avenue H, 1340 Lincoln Air Park West, Lincoln, NB 68524	Resource Person	
39.	KEMP, Jerrold, Audio-Visual Services Center San Jose State University, San Jose, CA 95114	Planning Committee	63, 70
40.	LAWSON, James R. 3426 Mt. Aachen Avenue, San Diego, CA 92111 (formerly with U. S. International University, San Diego)	Resource Person	
41.	LEEPER, Dennis P. 1350 20th St., Bldg. A, Apt. 36, Boulder, CO 80302	Graduate Student	
42.	LITTLE, David Educational Resource Center Box 42, Sergeant Bluff, IA 51054	Iowa Committee	63-68 70, 71

43.	LOUGHNANE, John AV Director Barnstable Public Schools, Pinewood Rd., Hyannis, MA 02601	Massachusetts	
44.	McJULIEN, Wesley J. Southern University, Box 9727, Baton Rouge, LA 70813 (formerly from University of Vermont)	AECT	
45.	MARTIN, Nina Coordinator, Title II ESEA Dept. of Education, State Office Bldg., Montgomery, AL 36104	AECT	
46.	MENA, Rosita Educational Technology Specialist Department of Education, Box 404, Arecibo, PR 00612	Puerto Rico	
47.	MESEDAHL, Leroy AV Director, Duluth Board of Education Barnes-Ames Building, 2 East 2nd St., Duluth, MN 55802	AECT	67
48.	MILLER, John AV Director Alhambra High School, 3839 W. Camelback Rd., Phoenix, AZ 85019	Arizona	
49.	MOSS, Roy B. Audiovisual Center Grambling College, Box 61, Grambling, LA 71245	Planning Committee	70, 71
50.	NICHOLAS, Donald Director, Educational Media Center University of Texas at Austin, Wooldridge Hall, Austin, TX 78712	Texas	67
51.	OGLESBY, William Director, Audiovisual Center The University of Iowa, Iowa City, IA 52240	Iowa Committee	68-71
52.	PATRIE, Milton I. Director, Audiovisual TV Center University of Louisville, Louisville, KY 40208	Kentucky	
53.	PESHALL, Robert Coordinator, Educational Media Center Wilson School District, 2411 East Buckeye Rd., Phoenix, AZ 85034	Regional Coord.	
54.	PRICE, William J. Asst. Director, Dept. of Audio Visual Extension University of Minnesota, 2037 University Ave., SE, Minneapolis, MN 55455	Minnesota	
55.	QUINLY, William Director, Media Center Florida State University, Tallahassee, FL 32306	Regional Coord.	
56.	RANKIN, Pauline, R. Dept. of Education University of Arkansas, Little Rock, AR 72204	Arkansas	
57.	RICHARDSON, Penelope L. 560 Allen Street, Syracuse, NY 13210	Graduate Student	
58.	RIECK, Donald A. Director, Learning Resource Center Southwest Community College, Creston, IA 50801	Iowa	
59.	ROBERTS, Charlie, Jr. Asst. Professor, College of Education Louisiana State University, Baton Rouge, LA 70803	Planning Committee	68, 69, 71
60.	ROBISON, Gerald B. 85 South 425 West, Bountiful, UT 84010	Graduate Student	
61.	ROGERS, Donald D. 1201 Broadmoor, Apt. 234C, Austin, TX 78723	Graduate Student	
62.	RUEZINSKY, Robert Professor Montclair State College, Valley Road, Upper Montclair, NJ 07043	New Jersey	
63.	SCHELL, William R. 4623 Lyons Street, La Mesa, CA 92041	Regional Coord.	
64.	SCHILLING, Guy V. 536 Jennifer Jeon Drive, Baton Rouge, LA	Graduate Student	

65.	SEEMUTH, Charles Supervisor, Photo Service The University of Iowa, Iowa City, IA 52240	Iowa Committee	71
66.	SIMONSON, Michael 321 Curtiss Hall, Iowa State University, Ames, IA 50010	Iowa Committee	
67.	SKIDMORE, Carolyn Media Specialist (Title II Coordinator) West Virginia State Department of Education, Room B-346 Capitol Bldg., Charleston, WV 25301	West Virginia	
68.	SMITH, Philip D. Registrar Bob Jones University, Wade Hampton Blvd., Greenville, SC 29614	South Carolina	
69.	SPARKS, Jerry Department of Educational Media University of Georgia, Athens, GA (formerly from Mississippi)	Mississippi	
70.	ST. LOUIS, Charles V. 5610 Sheridan Road, Muskegon, MI 49440	Graduate Student	
71.	STEENLAGE, Janet Secretary, Audiovisual Center The University of Iowa, Iowa City, IA 52240	Iowa Committee	
72.	SUCHESK, Arthur Director, Instructional Media & Systems Div. Southern California Regional Occupational Center 2300 Crenshaw Blvd., Torrence, CA 90501	Planning Committee	69, 70, 71
73.	SWANK, Theron Central Missouri State University, Warrensburg, MO 64093	Missouri	
74.	TUBBS, Gordon Eastman Kodak Company, 343 State St., Rochester, NY 14650	Resource Person	66, 68-70
75.	VAN HORN, Charles O. Director of Membership & Affiliate Relations AECT, 1201 Sixteenth Street, N.W., Washington, D.C. 20036	AECT Office	
76.	VIRDEN, J. Michael Director of Instructional Technology Essex Community College, Baltimore, MD 21237	Maryland	
77.	WALKER, Don Media Director Lynchburg Public Schools, Tenth and Court Streets, Lynchburg, VA 24504	Virginia	
78.	WEHRLI, Fred M. Convention Coordinator AECT, 1201 Sixteenth Street, N.W., Washington, D.C. 20036	AECT Office	
79.	WHITTEN, Orrin 151 Hunting Lodge Drive, Miami Springs, FL 33166	Florida	
80.	WILKINSON, Gene 809 So. Henderson #5, Bloomington, IN 47402	Graduate Student	
81.	WILLIAMS, R. Kathryn Riverview Gardens School District, 1370 Northumberland Drive St. Louis, MO 63137	Graduate Student	
82.	WILSON, Lowell Janesville Public Schools, Janesville, WI 53545	Wisconsin	
83.	WOHLFORD, Robert L. Director of Media Development Environmental Studies, Box 1559, Boulder, CO 80302	Colorado	

* *

PLANNING COMMITTEE FOR THE 1972 OKOBOJI CONFERENCE

The responsibility for planning the Okoboji Conference rests with a Planning Committee appointed each year by the AECT President-Elect. Jerrold Kemp appointed the following 1972 committee prior to the close of the 1971 Okoboji Conference:

Charlie Roberts, Jr., Chrm.
Wilma Daniels
Roger A. Kueter
Michael Molenda
Roy B. Moss
Arthur Suchesk
John A. Wilson
Jerrold Kemp, Ex-officio
Lee Cochran, Ex-officio
William Oglesby, Ex-officio

Before leaving the 1971 conference, the committee members selected the 1972 theme, "Leadership and the Media Profession," and began procedures for selecting a keynote speaker and resource persons.

James R. Lawson, then Assistant Director of CAST, was asked to develop a paper outlining the various approaches used by researchers in the study of leadership. He also prepared a list of questions on leadership. Both the Lawson Paper and the list of questions were mailed to delegates in May 1972, to help them prepare for the conference. Delegates were given the option of either answering the questions or writing out their "concerns" as has been customary in the past. This Summary Report will have several references to the "Lawson Paper." The list of questions with a summary of answers from delegates is printed with the "Concerns" in the appendix of this report.

The Planning Committee met again at the AECT Convention in Minneapolis in April. Final plans for the conference were made the day before the conference opened on August 13, 1972. At that time committees were appointed and decisions made as to the sequence of opening events.

Okoboji is an "unstructured" conference; which means that each year the Planning Committee establishes the framework within which the delegates make content decisions. Without this framework and the ground rules, an unstructured conference would be chaos.

THE 1972 IOWA COMMITTEE

The Iowa Committee performs the support-supply function, providing for the physical comfort of the delegates. They do not vote on any decisions of the conference.

(l. to r. - standing)

Chuck Seemuth, Photographer
Bill Oglesby, Associate Chairman and Conference Manager
Jerry Cooper, Assistant Coordinator
Ann Clark, Assistant to Conference Manager, and Treasurer
Loren Forbes, Coordinator for Local Arrangements

(l. to r. - sitting)

Mike Simonson, Tape Recording
Sheldon Gilberg, Resource Librarian
Dave Little, Newsletter Editor
Janet Steenlage, Conference Secretary
John Bullard, Conference Reporter
Lida Cochran, Conference Reporter
Lee Cochran, Chairman

* * * * * *

FIRST GENERAL SESSION

Date and Time: Sunday, August 13 - 7:30 p.m.

Chairman: Charlie Roberts, Jr.

Lee Cochran welcomes delegates 6

Opening prayer: William B. Oglesby.

Welcome and Profiles of Leadership: Lee W. Cochran welcomed the delegates to Iowa and to the Iowa Lakeside Laboratory, the site of the conference. He also talked on "Profiles of Leadership," using information which had been

collected by Francis Noel at the request of the Planning Committee. When health problems prevented Dr. Noel's attendance, he asked Mr. Cochran to act as his substitute. "Profiles of Leadership" included a brief sketch of the history of our association from DVI to DAVI to AECT, identifying the leaders who were responsible for the major developments of the past fifty years, and summarizing the important research projects, the development of educational films, the early advent of radio, and the impact of innovative minds on the improvement of education.

Charlie Roberts introduced the keynote speaker, J. G. Hunt, Professor of Administrative Sciences, Southern Illinois University, Carbondale, Illinois.

LEADERSHIP IN THE MEDIA PROFESSION: SOME VERTICAL AND LATERAL CONSIDERATIONS

by J. G. Hunt

"The paper by James Lawson (1972) has provided a good introduction to some of the important points in studying leadership, and, for those of you who have had a chance to read it, the Fiedler (1972) paper should have also supplied some useful leadership insights. In the direction which I am going to take, leadership is viewed in yet another way but has similarities with both the Lawson and Fiedler papers.

J. G. Hunt, keynoter

We will first discuss one way of defining leadership and then consider briefly how one determines 'good' leaders. Then we will look at what has been termed the 'path-goal approach to leadership' (House, in press; Kahn, 1958) as a useful way of determining how a leader operates. We will first consider the traditionally covered vertical approach to leadership where a leader is in an authority relationship with his subordinates. Then we will examine the often-neglected lateral component of leadership where the leader deals with those at his own level over whom he has no direct authority. This aspect is of special

importance to people such as you who are members of professional associations and work units[1] providing a service to other units. We will also consider the leadership styles and behaviors necessary to perform these important vertical and lateral leadership functions.

What is Leadership

While Fiedler (1972) indicates that there are several different definitions of leadership, an underlying theme that runs through many is the notion of influence. With this in mind, we can define leadership as the exercise of influence by one person over another in obtaining goals (Litterer, in press). While you may come up with more specific and detailed definitions of leadership in your study groups, influence is the essence of the leadership process.

Note also that included in the above definition is the basis for deciding what one means by a 'good' leader versus a 'poor' leader. I have found that this is one of the most frequently discussed points among participants in leadership development programs. Yet when they are asked what they mean by a 'good' leader, they have difficulty answering. 'Goal attainment,' in the above definition gets to the heart of the matter. A 'good' leader is one who is able to influence others to achieve one or more goals. These goals can cover a wide range of areas, of course, and must be specifically determined for the work unit in question. And if I am interpreting Dr. Lawson's suggestions correctly, one important topic for study group discussion might be specific goals to be accomplished by your association. Consistent with the task and group maintenance areas mentioned in his paper are different classes of goals.

The first class is concerned with performance or production aspects. The second is concerned with various areas of member satisfaction. While it is now agreed that there is no necessary relationship between performance and satisfaction (Brayfield and Crockett, 1955) there is considerable evidence relating satisfaction to turnover and absenteeism (both of which are group maintenance aspects). We should also note here that several areas of satisfaction are covered in the questionnaires which you were asked to complete. These may be scored in your group meetings.

A third class of goals sometimes considered important is related to member and group development. To what extent is one able to utilize and enhance his basic abilities in a given work unit?

In terms of leadership then we might ask 'What kind of leadership is most successful at accomplishing performance, satisfaction, and development

[1] Unless otherwise noted, the term 'work unit' will be broadly used throughout this talk to refer to any kind of organizational media component such as department, section, division, school, etc. as well as the various geographical and other groupings in AECT.

goals in a given organizational setting'? In more specific terms, 'What kind of leader behavior is most successful at accomplishing goals or objectives which exist for your association or for your work unit back home on the job'?

In considering leadership in this way, it is important to reiterate Fiedler's (1972, p. 3) point that there is an important difference between leadership position and leadership effectiveness and that these two areas are too often confused. While both areas are important, I have chosen to concentrate here on the latter question, effective leadership, rather than the former question of how one gets to be in a leadership position. My comments should be interpreted in that light; thus, I will not be discussing traits that distinguish leaders from non-leaders but rather behaviors that distinguish effective from ineffective leaders in terms of goal accomplishment, regardless of how these leaders obtained their leadership position.

A Path-Goal Approach to Leadership

The path-goal approach to leadership is essentially a way of looking inside the 'black box' of leadership to discover the ways in which a leader's behavior can influence individuals to work toward these work unit objectives. Figure 1 summarizes this approach. In motivational terms an individual has certain basic needs (Maslow, 1954) which he desires to satisfy by various objects or means and these means become personal goals which that individual is motivated to try to obtain. Some typical goals might be those shown in the Figure; I'm sure you can all think of others.

The way in which an individual goes about trying to accomplish these goals is another very important consideration. Let us say that a person has as a goal the attainment of a high wage. What behavior will he manifest to reach that goal? Will he take night school courses, will he cultivate better relations with his supervisor, will he become more active in his union or what? The kind of behavior he will attempt depends upon his perceptions--upon what he sees as a path to his goal.

One very important possible path to an individual's goal attainment is accomplishment of work unit objectives. In manufacturing firms these often take the form of number of items produced or some similar measure; for a media unit one important objective might be to increase the use of media in various course offerings. It is possible that an individual will see high unit objective accomplishment as leading towards or being instrumental in achieving personal goals such as those in Figure 1 and, of course, from the leader's standpoint this is a highly desirable state of affairs. However, it is also possible that an individual could see low unit objective accomplishment as being instrumental in achieving his goals. An example would be a person who produced low (or at least lower than he could) in order to be accepted by other unit members. This situation is not at all uncommon in industry. You can answer how common it is among media people. Still another possibility is

A PATH-GOAL APPROACH TO LEADERSHIP

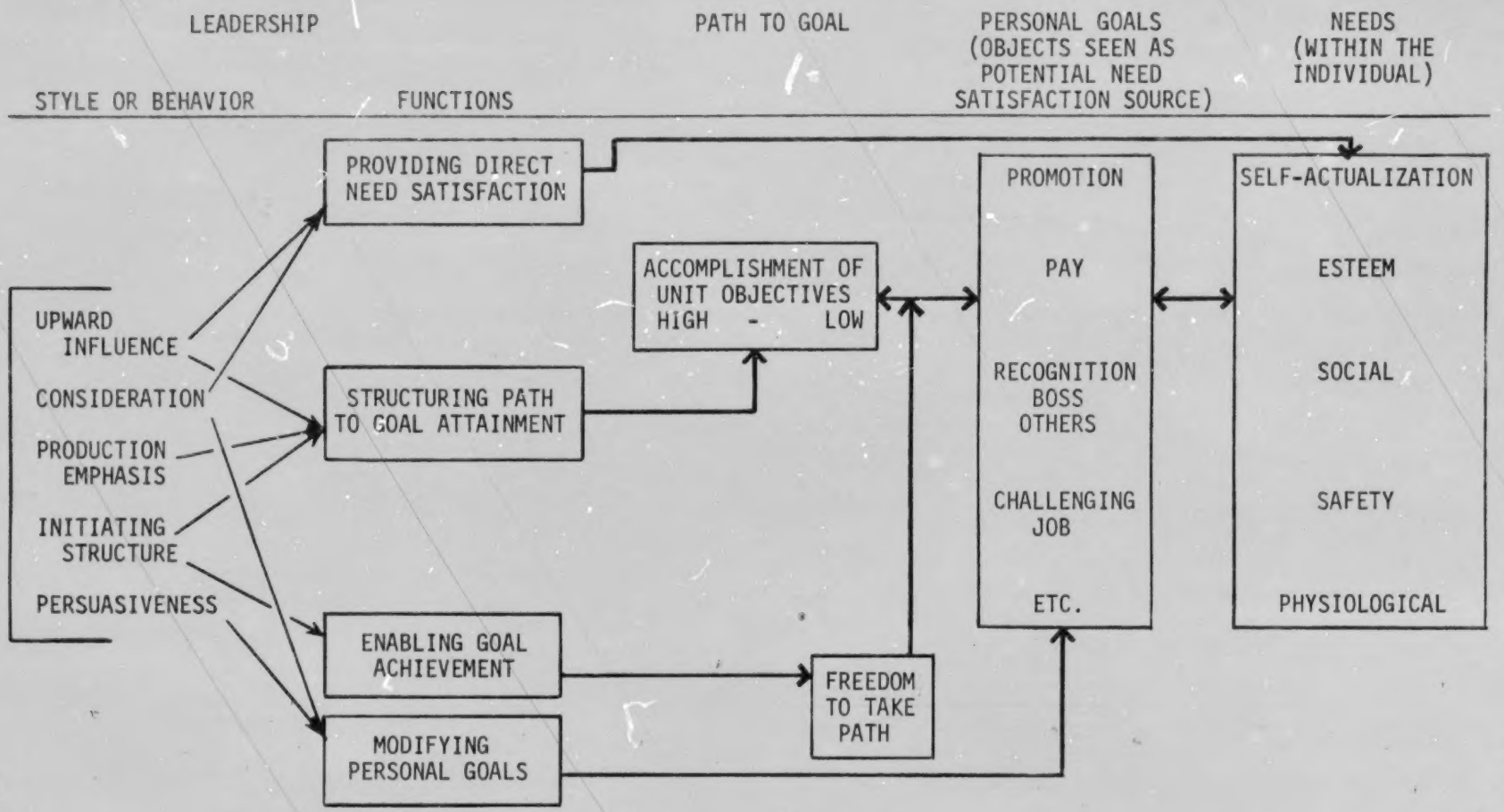

FIGURE 1

that the individual will see no relationship one way or the other between attaining work unit objectives and accomplishing his personal goals. This is likely to happen where he has not been informed of the instrumentality between the unit objectives and his goals. In many school systems, for example, pay raises are granted on the basis of seniority rather than on the basis of effective teaching and therefore achievement of one's pay goal has nothing to do with accomplishment of the unit objective.

In terms of unit goal accomplishment, in media, we can say up to this point that if an individual sees high unit goal accomplishment (e.g., increasing the use of media among teachers) as leading to the attainment of one or more of his personal goals considered important in need satisfaction, he will tend to be a high 'producer' (in the sense of convincing teachers of the usefulness of media in their classroom.) Conversely, if he sees low unit goal accomplishment as a path to personal goal achievement, he will tend to be a low producer. Finally, if he sees no relationship between unit and personal goals it is difficult to predict whether or not he will be interested in working toward unit goals.

The previous summary assumes that an individual has the freedom to take the path which he sees to personal goal achievement. (See the 'freedom' box in Figure 1.) However, his freedom may be sharply curtailed by various barriers which prevent him from following the path. For example, an individual convinced that good performance will lead to a wage increase may be prevented from following the path because of inadequate flow of materials, dependence upon other workers, etc. Thus, for work unit goals to be accomplished, individuals must not only see that such accomplishment is instrumental to meeting personal goals but have the freedom to take the high performance path. In your field, for example, an individual might be convinced that if he gets teachers to increase their use of media he will get a good rating from his boss, but because of budgetary constraints he can't supply media to the teachers, and hence cannot follow the path leading to a good rating.

There will be a number of work unit conditions which will influence personal goals as well as the path and the freedom to take the path. Among these are the ways in which people are paid, the kind of working conditions provided, the criteria for job advancement, and many others.

Another very important path-goal influence is, of course, the leader. Through his behavior the leader is in a position to influence both the worker's motivation and his freedom (via removal of barriers) to translate this motivation into unit goal accomplishment. There are essentially four functions which a leader can perform to exert influence on the individual's goal achievement (Kahn, 1958). As shown in Figure 1, he can: (1) provide direct need satisfaction; (2) structure the path to goal attainment; (3) enable goal achievement; and (4) modify an individual's goals.

Providing Need Satisfaction

As shown in the figure, this function is not conditional upon the behavior of the employee, rather it is a direct and unconditional relationship. While this function will not necessarily help, and may even hurt[2] in the accomplishment of performance or productivity type unit objectives, it will contribute to individual satisfaction and hence may influence turnover and absenteeism.

Structuring Path to Goal Attainment

As I mentioned earlier, there are a number of paths which an individual can take toward personal goal accomplishment. One important influence on the individual's choice of path is likely to be the leader, who is in a position to provide important cues. It does not take a person long to assess the basis that a supervisor uses for a pay raise or promotion, for example, and if the basis is something other than good performance then promotion and pay will not serve as good performance motivators.

Enabling Goal Achievement

Up to this point we have been primarily concerned with the leader's influence on motivation. Here we are concerned with how the supervisor eliminates barriers to following the path. Such things as a leader's technical competence, and the way in which he plans and organizes the work would be some of the important considerations here. If the supervisor cannot or will not provide assistance in this area, then an individual can be motivated to want to perform well but not be able to because of barriers to good performance.

Modifying Personal Goals

Here the leader's function is concerned with the personal goals themselves rather than the path to reaching the goals. While it is argued by some (Kahn, 1958; Hackman and Porter, 1968) that the supervisor's influence on these goals probably is generally not large; nevertheless, it can be substantial in some cases. For example, a person might not value a promotion (even though he sees that it is related to good performance) but the leader is able to convince him of the good things that accompany a promotion. Hence, the individual now desires promotion and since he sees that good performance is likely to lead to promotion, may now be motivated to perform well in order to be promoted.

[2]If an individual could satisfy all his needs in this manner, there would be no need to accomplish unit objectives since he could meet his needs without such accomplishment.

Leadership Style or Behavior

We can now discuss briefly some of the specific kinds of leadership styles or behaviors likely to be necessary for the previously described functions. We should probably start by considering the difference between style and behavior, much as Fiedler (1972) does in his paper.

Style is essentially a leader's attitude and may be obtained by giving the leader a questionnaire such as the Leader Opinion Questionnaire which you were asked to complete and which will be scored in your study groups. Behavior is simply the way a leader behaves. One way of obtaining this information is by asking a leader's subordinates to describe his behavior using the same kinds of questions as in the attitude questionnaire given the leader. While style is not the same as behavior, it does give an idea of how a leader might behave, and is often used where it may not be feasible to get measures of a leader's behavior.

With this in mind, we can now return to the question of the type style or behavior needed for the previous functions. With regard to providing direct need satisfaction, there is evidence indicating that behavior which enhances someone else's feeling of personal worth and importance is likely to be important. Behavior of this type has been termed 'supportiveness' (Bowers and Seashore, 1966; Kahn, 1958) or 'consideration' (Fleishman, in press). The extent to which the supervisor is able to influence his superior to obtain rewards for subordinates ('upward influence') also seems to be important here (Kahn, 1958).

Leader consideration and upward influence can be measured by determining how frequently (always; often; occasionally; seldom; or never) a leader engages in the behaviors shown in the consideration and upward influence portions of Figure 2. (Note that these questions are included in your Leader Opinion Questionnaire and that you can determine your score in your study groups.)

When considering structuring the path to goal attainment, it appears that behavior which clarifies work unit goals and stimulates enthusiasm for meeting such goals is likely to be important (Bowers and Seashore, 1966; House, in press). Items included under the 'production emphasis' and 'initiating structure' portions of Figure 2 and also in your questionnaire illustrate two leader behaviors appropriate for this function. A third kind of leader behavior that is important is upward influence. In order for an individual to see good performance as leading to an important personal goal, the supervisor has to have enough influence to establish the connection (Kahn, 1958). For example, if his promotion recommendations are disregarded, his subordinate is unlikely to see good performance as a path to promotion.

For the enabling or barrier removing function, behavior which helps work unit goal achievement by such activities as scheduling, coordination,

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE DIMENSIONS (STOGDILL, 1963)
IMPORTANT FOR PATH-GOAL FUNCTIONS

CONSIDERATION*

Regards the comfort, well being, status, and contributions of followers.

1. Is friendly and approachable.
2. Does little things to make it pleasand to be a member of the group.
3. Puts suggestions made by the group into operation.
4. Treats all group members as his equal.
5. Gives advance notice of changes.
6. Keeps to himself.
7. Looks out for the personal welfare of group members.
8. Is willing to make changes.
9. Refuses to explain his actions.
10. Acts without consulting the group.

INITIATING STRUCTURE

Clearly defines own role, and lets followers know what is expected.

1. Lets group members know what is expected of them.
2. Encourages the use of uniform procedures
3. Tries out his ideas in the group.
4. Makes his attitudes clear to the group.
5. Decides what shall be done and how it shall be done.
6. Assigns group members to particular tasks.
7. Makes sure his part in the group is understood by members.
8. Schedules the work to be done.
9. Maintains definite performance standards.
10. He asks that members follow standard rules and regulations.

PERSUASIVENESS

Uses persuasion and argument effectively; exhibits strong convictions.

1. Makes pep talks to stimulate the group.
2. His arguments are convincing
3. Argues persuasively for his point of view.
4. Is a very persuasive talker.
5. Is very skillful in an argument.
6. Is not a very convincing talker.
7. Speaks from a strong inner conviction.
8. Is an inspiring talker.
9. Persuades others that his ideas are to their advantage.
10. Can inspire enthusiasm for a project.

UPWARD INFLUENCE

Maintains cordial relations with superiors; and has influence with them.

1. Gets along well with the people above him.
2. Keeps the group in good standing with higher authority.
3. Superiors act favorably on most of his suggestions.
4. Gets his superiors to act for the welfare of the group members.
5. His word carries weight with his superiors.
6. Gets what he asks for from his superiors.
7. Maintains cordial relations with superiors.

PRODUCTION EMPHASIS

Applies pressure for productive output.

1. Encourages overtime work.
2. Stresses being ahead of competitive groups.
3. Needles members for greater effort.
4. Keeps the work moving at a rapid pace.
5. Pushes for increased performance.
6. Asks the members to work harder.
7. Permits members to take it easy in their work.
8. Drives hard when there is a job to be done.
9. Urges the group to beat its previous record.
10. Keeps the group moving up to capacity.

*Responses for each item for each dimension are: always; often; occasionally; seldom; never.

Figure 2

planning, and providing resources such as tools, material and technical knowledge is likely to be important. The initiating structure items in Figure 2 illustrate some of the more crucial leader behaviors for performance of this barrier removing function.

Finally, with regard to the function of modifying personal goals, behavior which makes subordinates feel that certain personal goals are possible and which indicates the possible value of various personal goals seems likely to be important. Supervisor 'persuasiveness' and consideration might be representative leader dimensions important for this function. (See Figure 2 and your questionnaire.)

Lateral Leadership

A very important aspect of leadership that has not often been discussed is that of how a leader of one work unit or organization influences a leader in another work unit or organization in order to accomplish mutually important objectives. Leadership of this type might be termed 'lateral leadership'. Lateral leadership can, in turn, be thought of in two important ways. The first of these is concerned with the relationships of a leader inside an organization with other internal units. The second is concerned with the external relationships of those responsible for maintaining contacts with organizations other than their own. There is evidence that both kinds of lateral relationships are likely to have an influence on organizational goal accomplishment (Sayles, 1964; Osborn and Hunt, 1972).

Perhaps the essence of lateral leadership is what Sayles (1964) has termed the 'trading relationship', wherein organizations or units can be considered as 'buyers and sellers' of the services of each other. Many successful managers attribute their success in large measure to the constant attention spent in the trading elements of the job. Here the leader determines who the important organizations or units are with which his own organization or unit must deal to accomplish its goals. The leader's organization or unit will have a 'buyer' relation to some of these and a 'seller' relation to others. For example, a media unit may have a 'selling' relationship to educational departments which may not now be using media to any great extent. The media unit may have a 'buying' relationship with another organization or unit with regard to obtaining movies for the film library. I am sure you can all think of many other examples which apply to your own unit.

Once the leader has determined those organizations or units likely to be important in 'buying' or 'selling' he spends time contacting them in order to get a rough idea of what the terms of trade might be. For example, how long will he have to wait for a service, how much manpower will he have to provide for a service, etc.? Along with determining terms of trade, both parties exchange information about their needs and capacities (Sayles, 1964). The trading relationship seems equally valid for relationships either inside or outside an organization.

It seems likely that the extent to which the leader emphasizes trading relationships with other units or organizations will also influence the pattern for his subordinates. If he emphasizes trading relationships so may his subordinates; if he dismisses the relationships as unimportant, so may his subordinates. There is also evidence that as lateral relations are stressed, mutually valuable information is obtained and perceptions and communications become more accurate. Thus, it is easier to accomplish mutually dependent tasks. At the same time, lateral relations can be used to help stabilize organizational or unit work demands and make them more predictable.

Lateral leadership becomes especially important to organizations or units which perform or receive advisory or service functions for others or receive work from one unit and then pass it on to another unit.

Leadership Style

While we could discuss different kinds of lateral relations in more detail, it may be more appropriate at this point to consider leadership style in lateral relations. There is evidence (Osborn and Hunt, 1972) suggesting that a leader of a more successful, as compared with a less successful, organization tends to feel that a leader in his position should: (1) act as a buffer for his organization against outside pressures; (2) take an active role in developing contact and interaction; (3) attempt to convince other organizations to develop a series of common standards concerning their related outputs; (4) develop participation in organizational decision making by his and other organizations; (5) stress informality in relations with other organizations; (6) attempt to influence other organizations; (7) emphasize rewards over sanctions and general goals over particular objectives; and (8) attempt to provide direction to the mutual activities of his organization and other organizations. A leader emphasizing the importance of the above kind of interactions with other organizations would be considered to have a 'high' lateral leadership style.

As with the previous topics, items relating to your lateral leadership style have been included in the questionnaires which you received. Scoring keys will be provided and your scores along with those in previously mentioned areas can serve as a basis for discussion in study groups.

Media Application

In summary, I have discussed a way of thinking about vertical leadership which can help one determine the kinds of leadership style or behavior which are likely to be needed to accomplish work unit objectives. Along with vertical leadership, the importance of both internal and external lateral leadership has also been pointed out. In addition, a way of measuring both vertical and lateral leadership has been indicated.

It is suggested that through discussion you can determine how these approaches might aid in leadership problems encountered within your association, your job back home, or both.

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(First General Session continued)

A discussion session following Dr. Hunt's talk permitted delegates to ask questions of the speaker.

Delegates were introduced and asked to describe their positions and responsibilities.

Adjournment - 10:00 p.m.

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SECOND GENERAL SESSION

Date and Time: Monday, August 14 - 8:00 a.m.

Chairman: Charlie Roberts

The Planning Committee announced the appointment of the following committees for the 1972 conference:

RESOLUTIONS: Fred Wehrli, Chairman; Gerald Brong, Wesley McJulien

PRESS: Lee Follis and Robert Wohlford

BLABBERMOUTH (Newspaper): David Little, Chairman; Johnny Gordon, Jenny Johnson, Penny Richardson, and Carolyn Skidmore

RECREATION: Wilma Daniels, Chairman; Larry Alexander and Guy Schilling

CHAIRMAN OF REST AND NITPICKING: Harold Hill

CONFERENCE SUMMARIZER: Robert Jarecke

Howard Hitchens, Jr., Executive Director of AECT, narrated a two-screen slide presentation, "Leadership and Educational Technology."

The delegates elected Roy Moss and Arthur Suchesk as Co-chairmen of the conference. Art assumed the chair for the remainder of the session.

(Second General Session continued)

Chairman Roberts (c) presents Okoboji gavel to Co-Chairmen Suchesk (l) and Moss (r)

James Lawson, author of the papers on leadership which were distributed to the delegates prior to the conference, spoke briefly to the group regarding his viewpoints on the topic and the activities to follow.

Initial exploration of concerns were discussed for the purpose of determining meaningful topics to be pursued by the delegates during the next four days.

James R. Lawson

Six small discussion groups, representing those delegates voted back from the 1971 conference, AECT staff, graduate students, affiliate presidents, regional coordinators, and resource persons were formed for the purpose of presenting the concerns of their group to the delegation.

Six tentative topics emerged from the preceding discussion. The topics selected were ultimately reported under the following titles:

Group 1: AECT Goals and Program Development

Group 2: Interrelationship of Organizational Structures

Group 3: Functional Leadership

Group 4: Leadership at Local, State and Regional Levels

Group 5: Selected Competencies Which Should be Demonstrated by Educational Leaders

Group 6: Recognizing, Nurturing and Rewarding Potential/Emerging Leadership as it Pertains to the Media Profession and AECT

THIRD GENERAL SESSION

Date and Time: Monday, August 14 - 1:00 p. m.

Chairman: Art Suchesk

Group recorders and Blabbermouth reporters were announced and work rooms were assigned.

Gordon Tubbs, Chairman of the Terminology Committee, defined the terms "Leadership" and "Management." These definitions were distributed to the delegates in an effort to maintain consistent usage by the group.

Lida M. Cochran explained the procedure for using the library and called attention to the list of references included in the packet of information received by each delegate.

Lee Cochran distributed guidelines to be followed by the groups in preparing their reports.

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FOURTH GENERAL SESSION

Date and Time: Monday, August 14 - 7:30 p. m.

Chairman: Roy Moss

A University of Iowa slide-tape production, "Leadership and Educational Media," was presented to the assembly.

A representative from each of the six groups made a brief report on progress made during the day and presented an overview of the objectives that had been established by that group. The purpose of these reports was to prevent duplication of effort.

Robert Wohlford discussed the Media Development for Environmental Studies Project and displayed examples of the products available.

Two films were available to the delegates who wished to stay and view them at the end of the session.

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FIFTH GENERAL SESSION

Date and Time: Tuesday, August 15 - 8:00 a.m.

Chairman: Arthur Suchesk

J. G. Hunt, keynoter, responded to questions about leadership that were raised by various group representatives. Dr. Hunt has visited with each of the groups during the Monday work sessions to observe and contribute when called upon.

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SIXTH GENERAL SESSION

Date and Time: Tuesday, August 15 - 7:30 p.m.

Chairman: Arthur Suchesk

Robert Jarecke, AECT President-Elect, requested that delegates submit names of individuals to be considered for the 1973 Planning Committee.

The Terminology Committee solicited and received a vote indicating acceptance of the definitions presented to the delegates on Monday.

Representatives of each of the groups made progress reports.

Derwyn Davies reported, as a committee of one, his concerns.

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SEVENTH GENERAL SESSION

Date and Time: Wednesday, August 16 - 8:00 a.m.

Chairman: Roy Moss

Robert Jarecke announced the following membership of the 1973 Planning Committee:

Roy Moss, Chairman
Arthur Suchesk
Charlie Roberts
Wilma Daniels
Robert Irvine
Pauline Rankin
Wesley McJulien
Penny Richardson
Guy Schilling
Jerrold Kemp, Ex officio
Lee Cochran, Ex officio
Wm. Oglesby, Ex officio

(Seventh General Session continued)

AECT President, Jerrold Kemp, explained the new organizational structure and recent developments. Staff members from the National Office of AECT at Washington, D. C. also spoke to the group. Howard Hitchens, Jr. described the USOE organizational structure and its implications for the field of Media and Instructional Technology.

Fred Wehrli discussed 1973 AECT Convention plans (Las Vegas, April 8-13, 1973) indicating that since this was the 50th Anniversary of the organization (DVI/DAVI/AECT), special emphasis would be placed on our heritage. This salute to the past will look at where we have been as an orientation to the future.

Charles Van Horn explained the membership structure and the relationship of the Divisions and Affiliates to the National Organization.

Note: Delegates spent the remainder of the day with their groups, working toward the preparation of their final reports. There were no other general sessions on Wednesday. The evening was free to allow participants to go to a play at the local summer theatre, take a boat ride around the lake, or visit a virgin prairie and the site of the Spirit Lake Massacre.

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EIGHTH GENERAL SESSION

Date and Time: Thursday, August 17 - 8:00 a.m.

Chairman: Arthur Suchesk

The six study committees presented their progress reports. During the discussion following each report, the delegates made suggestions for changes and deletions, and recommended additional information.

Gunnar Handal, Norway

Gunnar Handal, Oslo, Norway, was asked to describe education in Norway and explain his work at the Pedagogisk Forskningstitutt, (an Institute for Educational Research) at the Universitetet of Oslo. With his research background, his keen insight of educational problems, and his quick wit, Handal made an outstanding contribution to the conference.

NINTH GENERAL SESSION

Date and Time: August 17 - 7:30 p.m.

Chairman: Arthur Suchesk

(Note: The Final Reports of the Study Committees had been distributed prior to the dinner hour to give delegates time to read them before the Ninth General Session.)

Each committee was given ten minutes to present its report. After all reports had been presented, each report was discussed in detail and numerous changes were made. The final reports, as corrected, start on page 37.

The ad hoc Evaluation Committee Report was presented by the chairman, Philip Carlock, Missouri. The other members were: James Brown, Calif.; Theodore Henry, New York; Dennis Leeper, Colorado; Carolyn Skidmore, West Virginia. This committee had been appointed by AECT President, Jerrold Kemp, who charged the committee to (1) evaluate the effect of combining the AECT Affiliate Presidents meeting with the Okoboji Conference and (2) to make a recommendation whether or not to continue the combination of the two meetings.

The recommendation of the Evaluation Committee was that the two meetings be held separately. The full report of the committee, as accepted by the delegates, follows.

EVALUATION OF COMBINED OKOBOJI EDUCATIONAL MEDIA LEADERSHIP CONFERENCE 1972 AND AECT AFFILIATE PRESIDENTS' CONFERENCE 1972

Introduction

In the past an Ad Hoc Committee has evaluated the purpose, organization and operation of the Okoboji conference. Three evaluations are available that were conducted in 1964, 1968, and 1971. These assessments were all directed to the Okoboji "experience."

This year different events took place due to a change in structure. The underlying purpose of the '72 conference was the development of leadership. For various reasons including available monies, control, perception of goals, etc., the 18th Okoboji Conference and the AECT Affiliate Presidents' Conference were merged.

Charge to the evaluation committee:

The evaluation committee's charge was to answer two questions:

(Evaluation Committee Report continued)

(1) How well did this year's combined Okoboji and AECT affiliate representatives conference arrangement work out from the point of view of each group?

(2) Should the same, or some other, conference arrangement be employed next year? What should it be?

Method of evaluation:

The evaluation committee prepared a questionnaire which was distributed to all persons attending the general session meeting held on Wednesday morning, August 16, 1972. Each person was given approximately five minutes to respond to the questionnaire. The completed questionnaires were collected at the close of the general session. Other factors which have contributed to the evaluation report include personal interviews conducted by the committee members, plus observations made by the committee.

The report contains the findings of the committee; the committee's recommendations pertaining to future AECT Affiliate Presidents' Conferences and to future Okoboji Educational Media Leadership Conferences.

Findings:

Sixty-five (65) responses were received, tallied and evaluated for their statistical information and narrative substance. The responses represent the views of the following groups:

14 graduate students
29 affiliate delegates
4 resource persons
6 AECT delegates
6 selected representatives
6 other

Seventy percent (70%) of the responses indicated that their original objectives as perceived by them were being satisfied. Eight percent (8%) replied negatively. The remaining responses were mixed concerns.

The data on the election/installation of affiliate officers was not used because the committee felt it was not valid.

Twelve (12) respondents had attended the AECT Affiliate Presidents' Conference previous to 1972. Nine of the twelve rated the experience in the following ways:

1 unsatisfactory 3 satisfactory 5 extremely valuable

(Evaluation Committee Report continued)

Seventeen respondents had attended the Okoboji Conference previous to 1972. Fifteen of the seventeen rated the experience as follows:

1 satisfactory 14 extremely valuable

Forty-two respondents indicated they had attended neither conference previous to 1972.

Six respondents experiencing both conferences rated Okoboji:

1 no response 5 extremely valuable

and Affiliate Presidents' Conference:

1 unsatisfactory 1 satisfactory 4 extremely valuable

Thirty-five percent (35%) of the respondents indicated a desire to repeat the 1972 combined meeting. Fifty-eight percent (58%) preferred an arrange- differing from the 1972 combined conference. Seven percent (7%) offered no alternative.

Recommendations:

We, the committee, wish to make the following recommendations:

(1) That the Okoboji Educational Media Leadership Conference and the AECT Affiliate Presidents' Conference be separate. The Okoboji Conference should operate as it has in the past 17 years with AECT input and cooperation, the same as in the past.

(2) That AECT hold conferences for AECT Affiliate Presidents Conferences in regions dealing with areas previously presented in Washington, D. C. meetings with the emphasis on leadership.

(3) That the delegates of the 1972 joint conference be allowed to select a theme for the 1973 Okoboji Conference.

(4) That more consideration be given to the selection of the planning committee in order to represent all AECT regions.

(5) That the delegates be selected in the following ratios:

50 participants from state affiliates
15 graduate students
10 resource people selected by the planning committee
10 people selected by the president of AECT

(6) That more experimental and varied approaches be taken in programming and structuring conference activities.

(7) That the "publishing" requirement be modified as appropriate to situations or themes to permit more creative communication of concerns, data, and findings.

(8) That the "group process" techniques related to leadership training continue to be recognized and nurtured in future conferences as a valuable "hands on" experience for emerging leaders in the field.

(9) That AECT professional concerns be clearly recognized in setting conference themes and in using results to improve conditions in the field.

(Evaluation Committee Report continued)

This committee did not attempt to evaluate Okoboji procedures or Affiliate procedures not enumerated in the above recommendations.

Respectfully submitted by the
Evaluation Committee - 1972

Philip Carlock, Chairman
James Brown
Theodore Henry
Dennis Leeper
Carolyn Skidmore

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ATTACHMENT A

EVALUATION
1972 Okoboji Conference

1. Are your original objectives, as you perceived them, being met?_____ If answer is no, please indicate why they are not. If answer is yes, what is helping you to reach your objectives?

2. What month does your state affiliate elect officers? _____
3. Have you attended the affiliate presidents conference in Washington prior to 1972?_____. If answer is yes, to what degree was it valuable? unsatisfactory satisfactory extremely valuable
4. Have you attended the Okoboji Conference prior to 1972? _____ If answer is yes, to what degree was it valuable? unsatisfactory satisfactory extremely valuable
5. Check the one you prefer.
   - __Combined conference such as 1972
   - __Pre or Post conference at national conventions (affiliates)
   - __Pre or Post conference at Okoboji conference (affiliates)
   - __Separate conferences as conducted previous to 1972
6. Please identify the group you are representing.
   - __Graduate students
   - __Affiliate delegates
   - __Resource persons
   - __AECT delegates
   - __Selected representatives
7. As of Wednesday, August 16, please give any constructive criticism in regards to such areas as:

   Selection of participants
   Organizational proceedings
   Structure/unstructure
   Etc.

ATTACHMENT B

EVALUATION DATA KEYED TO QUESTIONNAIRE

1. Met original objectives:

46 yes
5 no
11 mixed
3 no response
65 total

3. Previous attendance to affiliate presidents conference:

12 yes
51 no
2 no response
65 total

1 unsatisfactory
3 satisfactory
5 extremely valuable

4. Previous attendance to Okoboji conference:

17 yes
48 no
65 total

0 unsatisfactory
1 satisfactory
14 extremely valuable

5. Conference Organization:

23 Combined
11 Pre or Post AECT
11 Pre or Post Okoboji
16 Separate as previous to 1972
4 No response
65 total

6. Group Representation:

14 Graduate Students
29 Affiliate Delegates
4 Resource
6 AECT Delegates
6 Selected Representatives
2 Regional
1 AECT Staff
1 Iowa Committee
1 Planning Committee
1 Other
65 total

(Ninth General Session continued)

Penny Richardson presented a paper outlining concerns of the graduate students regarding the future of Okoboji. Their paper urged that steps be taken by future Okoboji Planning Committees to insure that the delegates to the conference have control of the events of the conference. The delegates voted to refer this "Richardson Paper" to the 1973 Planning Committee as recommendations from the 1972 conference.

The Ninth General Session adjourned at 12:20 a.m. Friday.

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TENTH GENERAL SESSION

Date and Time: Friday, August 18 - 8:00 a.m.

Chairman: Roy Moss

The delegates voted to publish a Summary Report, including the "concerns," in the traditional format.

Fred Wehrli presented the report of the Resolutions Committee. Two additional resolutions were presented from the floor. After making some word changes, the delegates accepted all the resolutions.

RESOLUTIONS COMMITTEE REPORT

RESOLVED, That Lee and Lida Cochran be commended and warmly thanked for their work in making the conference the success it is. Their personal and professional contributions are the key to the spirit of Okoboji.

RESOLVED, That warm appreciation also be extended to Bill Oglesby, the office staff, and the Iowa Committee, without whom there could be no Okoboji.

RESOLVED, That we extend our appreciation to President Willard Boyd of The University of Iowa, Robert F. Ray, Dean, Division of Extension and University Services, and the staff of the Iowa Lakeside Laboratory for their outstanding support of this conference.

RESOLVED, That warm appreciation be extended to the AECT staff members participating in the conference as colleagues and fellow leaders.

(Resolutions Committee Report continued)

RESOLVED, That we extend our appreciation to the Planning Committee: Charlie Roberts, Chairman; Wilma Daniels, Arthur Suchesk, Jerrold Kemp, Roger Kueter, Michael Molenda, Roy Moss, John Wilson, Lee Cochran, and Bill Oglesby; and to the conference co-chairmen, Roy Moss and Arthur Suchesk, for a job well done.

RESOLVED, That we extend our appreciation to all the resource persons for broadening our horizons and pointing the way with outstanding contributions.

WHEREAS, In our rapidly changing modern world, tomorrow's needs, values and goals will differ from those of today.

WHEREAS, An organization must make decisions that expand, rather than limit, future possibilities.

BE IT RESOLVED, That Okoboji delegates urge that AECT adopt a "futures" perspective in both its short- and long-range planning, and that AECT functioning committees include future perspectives in their planning and final reports.

BE IT RESOLVED, That the Okoboji Conference delegates recommend that the AECT Board continue to provide opportunities for developing skills for the nurturing of leadership for state affiliate presidents.

AND BE IT FURTHER RESOLVED, That the AECT Board consider finding ways to make the Okoboji Leadership Conference more effective for the above purpose and exploring other locations and dates for the Affiliate Presidents meeting, such as scheduling a day or more at the annual AECT Convention for Affiliate Presidents meetings to be planned and structured by the Presidents themselves using AECT staff as resource people, promoting similar meetings at the Regional level, and/or reinstituting the Washington, D. C. Affiliate Presidents Leadership Conference.

RESOLUTIONS COMMITTEE MEMBERS:

Fred Wehrli, Chairman
Gerald Brong
Wesley McJulien

* * * * * * * * *

(Tenth General Session continued)

Discussion of a theme for 1973 was led by William Oglesby, who reported the suggestions made by the delegates. The eight themes receiving

(Tenth General Session continued)

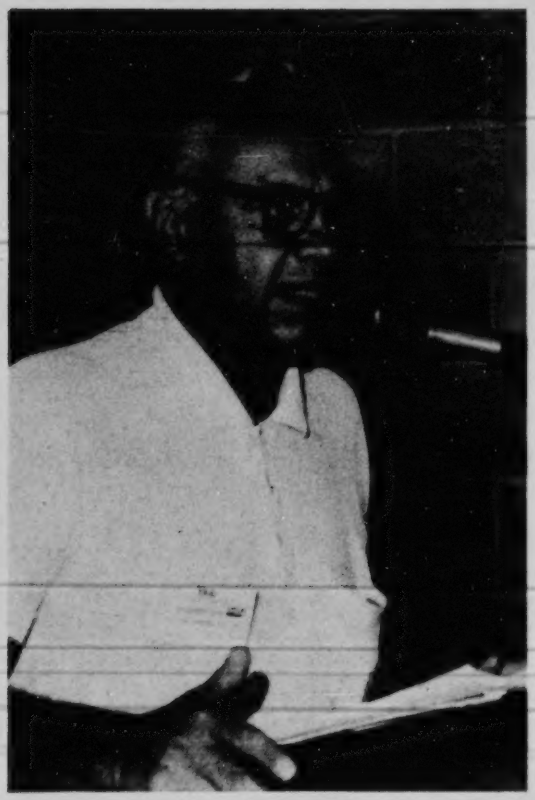
the highest number of votes were considered by the group. These eight were narrowed to three: 1) Management of Instructional Technology, 2) The Future and Instructional Technology, 3) Leadership-Revisited. The delegates recommended to the 1973 Planning Committee that these three be combined for next year's theme.

(Note: Prior to leaving the conference, the 1973 Planning Committee met and selected, "The Future and Instructional Technology," as the general theme for 1973, with subtopics to be selected from the other two topics, "Leadership," and "Management," at a later date.)

Robert Jarecke gave an outstanding summary of the week, reporting on the highlights of the conference activities.

1972 OKOBOJI CONFERENCE SUMMARY

by Robert Jarecke
August 18, 1972



Robert Jarecke

How many of you are golfers? Thank you. One would assume then, that the rest of you wonder about the dubious merits of flailing at and chasing a little white ball for 7,000 yards. Medically speaking, golf is perhaps the poorest form of beneficial exercise. Further, it has been known to destroy the serenity and tranquility of otherwise sane persons, and indeed, to produce behavioral change which mocks the Jekyll-Hyde transformation.

What then, my friends, is the fascination and lure of this game? First, it holds out, like a carrot on a stick, the Walter Mitty possibility of being Arnold Palmer's equal. But two other characteristics exist which attract those of us who are its participants:

1) We are always playing against par - against an established norm of excellence, and there always exists the "possibility" that we can beat par. Thus, we can prove to ourselves that occasionally we are perfect, or near perfect, or even better than perfect.

2) Golf is a humbling game, a game which rises up to humiliate and smite down not only the least of us, but also the best of us! (Some months after a championship match at Pebble Beach, Arnold Palmer was asked how he could possibly have scored an incredible eleven strokes on the difficult par 3 16th hole. Arnold thought for a moment, and then replied: "Well, I missed a 70 foot putt to make ten.")

The analogy drawn here between the aspects of golf, as challenging, teasing, rewarding, and humbling, seems to fit appropriately the 18th Lake Okoboji Conference, and my summary remarks will attempt to show that the membership here has equalled or bettered par, on an extremely difficult course. If you were to rap the gavel and challenge me to summarize in one sentence, I would summarize with a phrase we golfers use, to pay grudging respect to an opponent who has beaten us:

"It is obvious you came prepared to play--and to win!" . . .

Put in a different context, this conference can be summarized by those dramatic words uttered on May 13, 1940, by Sir Winston Churchill, addressing the House of Commons. He said:

"I would say to the House, as I said to those who have joined this Government, --I have nothing to give but blood, toil, sweat, and tears." . . .

Surely none in this room will deny that we have all given blood to the voracious Okoboji mosquito, (whose needle is sharper than Harold Hill's), and whose sting exceeds that of Charlie Roberts. Surely toil has been in evidence, --on the part of those who planned this conference, namely Lida and Lee Cochran, Bill Oglesby, and the entire Planning Committee, and you, the delegates. ---And, if the truth were known, more than a few tears have been shed over this conference.

As for the sweat, I refuse to discuss it further. We have been fellow-sufferers, you and I, and at least you have held up well.

Let me give you now, the impressions I shall take away about Okoboji 18, or, more properly and correctly, the impressions you have created about Okoboji 18:

First:--

I've suggested that you've played well on an extremely difficult course. This topic of "Leadership" could be compared to Michigan's famed Oakland Hills C C. --labeled by the golf pros as the most difficult course in America. The Leadership topic is difficult, but you came prepared. Two years ago, Chuck Vento, in his summary indicated the need to "Do your homework." Jim Finn would be pleased with--and proud of--this group. I have seldom seen such preparedness, and such willingness to work.

The difficulties of this 18th Conference were compounded by two problems, (in addition to the humidity).

1) The Affiliate and Regional Coordinators Conference problem, which is still unsettled, but which <u>is</u> covered by Recommendations to the Planning Committee contained in the Evaluation Report.

2) The second problem seemed initially to be getting a handle on the topic.

I was a little surprised, on Sunday night and Monday at the impatience of the group in letting the group process start. Everyone here knows that group process (with 70) takes time. Looking back now, I believe there were two reasons for your impatience (and my surprise).

1) You were ready and prepared to attack an interesting and challenging topic, and wanted to get at it.

2) The keynote speaker made the mistake of underestimating the power of his audience.

On Monday, the AECT presentation by Dr. Hitchens seemed to provide the proper spring board needed to launch you. Prepared as you were, you have, in my opinion, successfully attacked a difficult topic.

I have noted throughout the conference, the still lingering unwillingness to get away from the role of the individual leader. Referred to here is your attention to the 'Charlie Principle," the "Perpetual Leadership," and a great deal of attention to achieving national office. My guess is that you are evidencing signs of displeasure with nominating and appointment procedures of AECT simply because this is the first opportunity you've had to do so.

(Jarecke's Conference Summary continued)

My judgment is that this is healthy, and I suggest your concerns be duly noted by those members of AECT Executive Committee here present. But a reminder from the Epistles of Horace seems pertinent. He wrote:

> "To have found favor with the leaders of mankind is not the meanest of glories, (for) it is not everyone who can get to Corinth."

In support of this observation, many, many of the young people at this conference have told me that the most significant experience for them has been to rub elbows and talk with those leaders in our field whom they have only known by reputation, and to find that those leaders, the Jim Browns and Lee Cochrans, and the Kemps and Hitchens put their pants on, one leg at a time, even as the rest of us do!

This conference also developed other characteristics:

1) The "style" of the group is more relaxed and loose compared to other groups. (At least according to old-timers with whom I have talked.) There was--and still is--a quiet confidence that you could do the job, and the pressure cooker proved what many of us believe: Good leaders work well under pressure and deadlines.

2) (Secondly?) There is what might be classified as controlled deliberation. When trade-offs in time and energy were necessary, you identified them quickly, and did it. The quiet confidence and preparedness has been shown by a willingness to give and take criticism in a professional manner.

3) Structured vs. unstructured. It would be less than honest if no mention was made of the "unstructured format." My observation, is that much of the five days was rather rigidly structured, in the form of instruction as to what would be required; when, where, and how groups were to meet; disruption of group activities for hastily scheduled meetings; emphasis on the final report, etc.

No doubt there were extenuating and mitigating circumstances responsible. But the Planning Committee for '73 Okoboji should give serious consideration to the solution of this problem.

4) I note your continuing concern for a question raised by Gordon Tubbs on Monday, i.e., "What opportunities will you make for developing leadership, and what will happen AFTER THIS CONFERENCE? Each of you must leave here as a missionary, determined to make those opportunities. Each of you must make something happen. Each of you has the talents and tools to do so.

Summarizations such as this ought not to dwell upon all details, and so I will mention only a few things which seem worthy of note:

1) The presentation by President Kemp on Wednesday was generally well received. It was carefully prepared and presented well. However, some already had received this information at regional levels.

2) My opinion is that the AECT headquarters staff performed extremely well here, in a manner which makes us proud to have them with us, and I hope you agree. Fred - Charlie - and Hitch, may I say "Thank you" and well done.

3) Particular attention is due again, to the Cochran's, to the Iowa delegation, to the Okoboji staff, to the Co-chairmen, the Resource people, and to you, the members of this conference, for your preparation, your devotion to the task, and the contribution you have made. When the final report of Okoboji 18 is published on the topic of "Leadership," I believe Churchill's August 20, 1940 quote will apply:

"Never in the field of human conflict was so much owed by so many, to so few."

Your contribution of the six working papers will be enormously valuable.

4) Some of you may know that Jim Finn and I were close personal friends, and so you must forgive my references to him and his work. But I know that Jim would be extremely pleased with this delegation for another reason. It was his philosophy often expressed in his graduate seminars, that if you want to succeed in our field, you must work hard, and then play hard (you know he did both). But by golly, when you play hard the night before, you get up the next day, and work and produce. Just getting up is not sufficient. So your performance yesterday, after Wednesday night out, qualifies you as leaders in the field.

5) You evinced a great deal of interest in the topic of Evaluation of Okoboji, most of which was cogent and germane to the whole idea of the Okoboji Process. To this observer, it seems apparent that a fresh look should be taken at those aspects of Okoboji which deal with regular evaluation, selection of participants, the structure of the conference, the time and work schedule, the purposes of the conference, (and associated reports,) and the cooperation and participation of AECT in the conference.

(Jarecke's Conference Summary continued)

Before concluding, I cannot avoid some personal references. I am pleased to have been invited to Okoboji, and I thank President Jerrold Kemp for the nomination. It is my first time here. And I am proud to have been chosen as your conference summarizer. This has been the toughest round of golf I've ever played. It is rather awesome, and humbling, to have to produce before such a group as this. But perhaps a newcomer's review of this conference will be helpful.

For me, personally, this week has solved a very large problem, viz, what to say in my Inaugural Address at Las Vegas. You have made a decision for me; that address will be quite different from any which have preceded it.

So far as I am concerned, the blood, toil, sweat and tears of Okoboji 18 has been worthwhile. It is because you made it so. You've proven yourselves leaders in every sense of the word (or trait, or function, or whatever) and you should leave here with a solid sense of achievement. If you worry about what progress you have made, keep in mind the words of Sir James Jeans:

> "Democracy is ever eager for rapid progress. (but) the only progress which can be rapid is progress down hill."

THANK YOU.

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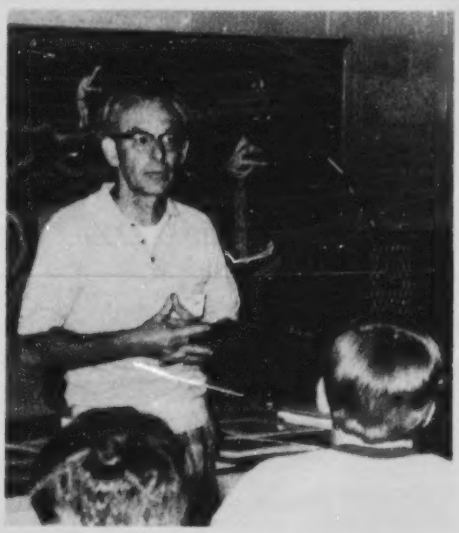
(Tenth General Session continued)

AECT President, Jerrold Kemp made some important comments on the conference:

"I wish to commend President-elect Robert Jarecke for his very fine conference summary presentation. It gives me a feeling of confidence for the continual well-being of our association when the time comes for me to turn over to him the gavel of leadership in Las Vegas.

When one is elected to the Presidency of such an extensive organization as AECT, he gradually learns many things. He finds his influence for striking out in a new direction or making major changes in procedures to be somewhat limited. You can influence some things and possibly initiate



Closing remarks by President Kemp

a new program or activity. Robert Heinich, our Past President, put forth much effort in bringing the four committees working on Program Standards close to a successful conclusion.

My thrust is to get more membership participation in the affairs of the association. One method will be at the annual convention when many people will have the opportunity of participating in the 'individually selected portion' of the program. I feel this can become a useful way to encourage and recognize members of the association, which in time can foster positions of leadership.

As I mentally review the final reports of our six working groups, I note as many of you have, that there are numerous recommendations for how AECT can and should encourage and support leadership activities. But I see one glaring omission. I believe that many of these suggestions should originate on the affiliate level. I would have liked to have heard and read many ideas of how local worksnops, seminars, and other leadership-training functions could be initiated or expanded within states or regions. Give this serious thought as you review the activities of this conference with your own association members.

We have had a unique experience this week. We have engaged in the "Okoboji process." It is difficult to describe it to others because, like so many things in life, you must be an active participant before the matter becomes meaningful to you. The same is true of leadership. Therefore, we must provide the opportunities and the experiences for others to have this participation. Let's hope that the conference has helped us all realize this and be better able to practice it. Thank you."

* * * * * * * * *

Chairman of Rest returns gavel

William Oglesby received the gavels from the Chairman of Rest and Nit Picking, Harold Hill,

. and . . . .

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(Tenth General Session continued)

. . . from the Co-Chairmen, Roy Moss and Arthur Suchesk; and thanked them for the outstanding contribution they made to the 18th Lake Okoboji Educational Media Leadership Conference.

Conference adjourned at 9:55 a.m.

. . . . . .

Co-chairmen return gavel

FINAL STUDY COMMITTEE REPORTS AS REVISED:

AECT GOALS AND PROGRAM DEVELOPMENT

Committee 1 members:

Paul Branum
Herbert Braselman
James Brown
John Bullard
Penny Richardson
Donald Rogers, Recorder
Michael Simonson
Charles St. Louis

Resource person:

Gordon Tubbs

I. INTRODUCTION

Examination of leadership as a phenomenon is, in a large sense, an examination of the group in which leadership functions. Whether large or small, groups have two basic objectives: (1) to achieve group goals, and (2) to maintain and strengthen the group. To exist, leadership must therefore promote achievement of these objectives.

James Lawson (1972) has stated that leadership must develop (or be developed) from felt needs. Until "goal problems" are clearly defined, it is difficult, if not impossible, to identify or develop the skills, knowledge, characteristics or attitudes one wants or needs for leadership.

It would appear that any attempt at definition of leadership requirements would benefit from, and in fact must be based upon,

GROUP 1

group requirements as reflected by their stated goals and objectives. This committee accepted as its charge the identification of the goals and objectives of the Association for Educational Communications and Technology. The types of activities suggested in the following pages as meeting the needs of the Association in achieving its goals as perceived by this committee, are specified in some detail. In the search for emerging leaders and in the design of leadership development programs, reference to these goals and needs will provide bases for defining leadership qualities required.

II. GLOSSARY OF TERMS

Several terms used in this paper are defined as follows:

Award. Any type of recognition used to positively reinforce emerging leaders.

Goal. A desirable state of affairs which has not yet been achieved.

Guideline. A systematized plan of action.

Influential organizations. Those organizations which directly influence or serve the public.

Related organizations. Those groups which directly affect or include individuals concerned with Instructional Technology.

Standards. Criteria for evaluation.

III. STATEMENT OF PURPOSE

The purpose of this paper is to present: (a) the broad philasophical goals of AECT, (b) the specific goals of AECT, which were derived from its philosophic goals, (c) the objectives required to attain the goals, and (d) specific plans of action to be implemented at the national level for achieving each objective.

IV. PROCEDURES

Several activities were undertaken by the committee in carrying out its task. The AECT Constitution was studied to determine the organization's broad philosophic goals. Conference participants were then polled to determine objectives they believed AECT should seek to achieve. The participants' opinions and those of the committee were then synthesized into three specific goals for AECT and a set of objectives which must be achieved to attain them. Since relationships between the philosophical goals, specific goals, objectives, and recommended plans of action are hierarchical, the committee attempted to insure that lower order concepts are logically related to the higher order concepts.

V. RESULTS

A. Statement of Broad Philosophic Goals of AECT

It is the philosophy of AECT, as a professional association, to support, improve, and advance a system of education that effectively prepares humanistic, informed, creative, flexible, and confident citizens, thereby serving both individual development and the public welfare. While advocating the increased use of technology to achieve this purpose, the concern remains with the education end rather than the technological means.

B. Statement of Specific Goals of AECT

Three specific goals of AECT were identified by the committee, as follows:

1. Maximum effective use of humanistic technology in instruction to achieve efficiency and economy in the instructional process.

2. Public and professional acceptance and support of the role of instructional technology in facilitating learning.

3. A high level of professional competence and responsibility in practitioners within the field.

C. Objectives and Plans of Action

1. Broaden membership base.

   a. Consolidate with appropriate related organizations.

   b. Provide for joint memberships with appropriate related organizations.

(Committee 1 report continued)

c. Provide complimentary memberships for individuals rendering services to the field.

d. Invite non-AECT members, as appropriate, to attend Okoboji and similar types of meetings and conferences.

e. Establish promotional teams to contact other professional groups in related fields.

f. Establish membership booths at other conventions and meetings.

g. Advertise AECT membership advantages in related journals.

h. Provide more divisions within AECT.

2. Increase AECT membership

a. Develop a wide range of recruitment materials.

b. Provide an incentive system for recruiters.

c. Provide a wider range of dues and benefits.

d. Publicize and promote membership benefits.

e. Actively promote student membership.

f. Publicize IT-related scholarships.

g. Increase benefits to members.

3. Broaden the scientific base of instructional technology

a. Identify and disseminate information concerning significant problems involving IT for which additional research is needed.

b. Identify and disseminate appropriate information concerning significant IT-related research currently under way.

c. Identify, synthesize, and disseminate findings of significant IT research already completed (and monitor it with respect to possible unintended desirable or undesirable outcomes.)

d. Identify and disseminate information concerning funds available to support IT-related research.

e. Develop and disseminate communication products or provide other services to improve the quality of IT research proposals, research design and control, and the interpretation, reporting, and application of research findings.

f. Seek to increase funds available for IT-related research.

g. Publish summaries in specific IT-related areas.

h. Provide information, in lay terms, concerning funds for research.

4. Improve professional inter-communication.

a. Provide for continual review of Audiovisual Instruction editorial policies.

b. Increase opportunities for AECT members to publish articles.

c. Periodically publish a review of exceptional programs in which instructional technology plays a significant role.

d. Publish information concerning activities of related interest groups.

e. Encourage each AECT division to create its own communication devices.

f. Encourage publication of AVI articles (or reviews of them) in other journals.

5. Improve professional competencies.

a. Upgrade training programs.

b. Establish job classifications with criteria for certification.

c. Encourage the establishment of regional seminars as a means of upgrading the expertise of AECT members.

6. Assume a more significant role in legislative affairs.

a. Encourage AECT members to become politically active.

b. Continue, and expand, the work of legislative committees and of the AECT staff to provide a continuing flow of information related to the legislation, avoiding the "crisis" approach.

c. Provide, through the national AECT office, more detailed information regarding interpretations and guidelines for action on pending or developing legislation.

d. Work with other active education groups in political action.

e. Provide information to legislative committees and individual lawmakers on needs for new legislation or funding. (Especially for basic and applied research

projects; need for media centers; need for professional training programs in instructional technology.)

f. Provide guidelines for state associations regarding the need for correlated legislation at state and local levels.

g. Work for appropriate education planks in political party platforms.

h. Provide memberships with timely interpretations of the stands of parties and legislators in regard to specific bills and their general outlook and policy regarding education.

7. Improve emergence of leaders.

a. Encourage attendance and participation at conventions, conferences, and workshops--at all levels.

b. Encourage qualified members to run for offices in the organization.

c. Provide more (and greater variety of) leadership development workshops.

d. Provide an affiliate presidents' workshop.

e. Provide an intern structure for all committees.

f. Provide guidelines for committee and office participation.

g. Provide an awards program to recognize potential or emergent leaders.

8. Improve the public image of instructional technology.

a. Develop communication links with the mass media.

b. Disseminate information to appropriate national organizations.

c. Hire a public relations agency to develop broad public information programs.

d. Prepare packaged information programs for community organizations.

e. Establish close liaison with influential organizations.

f. Expose exemplary programs to public view.

g. Provide information to high school students concerning careers in Instructional Technology.

9. Establish standards and guidelines.

a. Coordinate the development and dissemination of standards for:

(1) personnel at all levels (training, degrees, competence, workload, etc.)

(2) hardware

(3) software

(4) space and facilities

b. Coordinate development, dissemination, and implementation of standards for accreditation of:

(1) public school media programs

(2) instructional technologist training programs

(3) paraprofessional technologist training programs

c. Coordinate the development and dissemination (and continuous updating) of guidelines for:

(1) teacher workshops

(2) in-service programs

(3) support-supply service programs

(4) space and facilities

(5) software selection

(6) software production

(7) instructional technologist training programs (curricula, course content, competencies, facilities, faculty)

VI. CONCLUSION

Although the identification of the goals and philosophy of AECT has been an important aspect of this report, major emphasis should be placed upon the specific plans of action. Several alternative plans have been presented for each objective. These plans may be implemented simultaneously or individually. However, each plan requires careful consideration in order to determine its viability and effectiveness. While this committee has presented only plans which it considers to be valuable, it must be recognized that we have concentrated upon the production of ideas without attempting rigorous validation.

VII. RECOMMENDATIONS

In our rapidly changing modern world, tomorrow's goals will differ from those of today. To live, rather than merely ossify, an organization must make decisions that expand rather than limit future possibilities. For this reason, then, it is essential that any policy body adopt

a future's perspective. Decisions cannot be based solely on present needs. Therefore, this committee strongly recommends that the President and Executive Secretary of AECT charge functioning committees and staff members with the requirement to utilize this perspective when evaluating plans of action included in this report.

The committee further recommends that appropriate time-frames and quantitative performance levels (or expectations) be established for each recommendation accepted.

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INTERRELATIONSHIP OF ORGANIZATIONAL STRUCTURES

Committee 2 members:

Gerald Brong
Robert Irvine
Leroy Mesedahl
William Price
Robert Ruezinsky
Philip Smith
Jerry Sparks
Charles Van Horn
Donald Walker
Gene Wilkinson

I. INTRODUCTION

The leadership function, whether it is performed by individuals or by AECT as an organization, takes place within a context of overlapping and interacting organizational structures. If leadership for achieving the goals of AECT is to be effective, it is necessary to have an understanding of the structures which affect education and of the relationships of both individual members and the Association to other elements within the total framework of society. Stogdill's definition of leadership implies that if goals are not fully accomplished,

leadership has not been fully effective.[1] The task of this study group was to identify, describe, and analyze those structures in society which affect the media professional's ability to provide leadership in a job situation.

II. MODEL OF RELATIONSHIPS

A model, Figure 1, been constructed to serve as a guide to the problem of identifying organizations, and the interrelationships of these organizations, which affect the media professional. This model provides a means of organizing and interpreting the information compiled by the group.

GROUP 2

Whatever the specific goals of AECT, they will of necessity focus on learning. The model, therefore, is built around a consideration of those organizational structures which affect learning. Within American society there are a vast number of such organizations. These have been placed into four major categories, on the basis of shared characteristics, as listed below:

A. Educational Institutions--the formal organizations in which learning takes place, including both school and non-school groups.

B. Professional Associations--the voluntary organizations which function to benefit the individual member, the profession, and society.

C. Governmental Agencies--the organizations which are established by law and which exert an influence on learning.

D. Societal Organizations--the non-specifically educational organizations which affect the learning process and/or provide learning opportunities

These groups function as four levels:

A. Local

B. State and regionally within states

[1] Stogdill's definition was accepted as the official definition for the 18th Okoboji Conference.

(Committee 2 report continued)

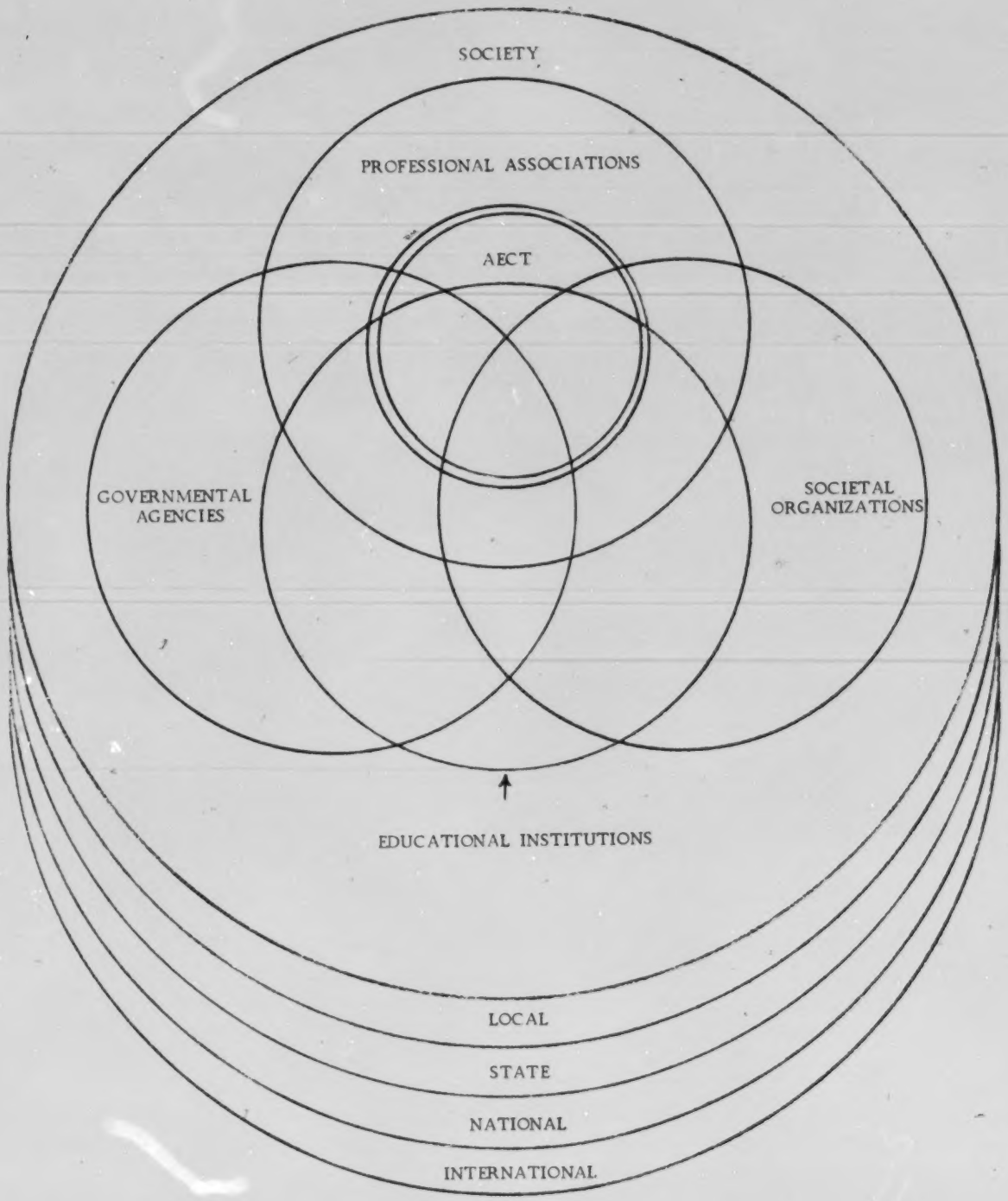

FIGURE 1

(Committee 2 report continued)

C. National and regionally within the nation

D. International

The categories of organizations are shown as four interlocking circles to indicate the overlapping and interacting nature of the interests and authority of the organizations within the circles. The circles are placed within the sphere of society in general. This sphere contains informal learning situations such as the family, which are outside the scope of this report.

This model is not intended to depict degrees of relationships, but only indicates the fact that these interactions exist. Showing the degree of interrelationships would require an extensive research effort.

AECT is a professional association but must interact with other organizations within each of the other circles to achieve its objectives. Members of AECT function at different times in different locations within the model.

The report does not attempt to be exhaustive of all the possible specific organizations which might fit within the categories. We have identified sub-categories, with examples within each, to serve as a general guide to an individual who is seeking help in a particular situation.

III. INDIVIDUAL PROBLEM ANALYSIS

The specific organizations affecting the media professional and for which he should be providing leadership vary with changing problems in specific work situations. Identification of all the types of problems and all the interrelationships of organizations needing consideration is beyond the scope of this report. What can be provided is a method by which the individual can systematically identify those organizations which he should consider in the exercise of the leadership function. Figure 2 presents a checklist which can be used in such an analysis. The left-hand side of the matrix lists the major categories and sub-categories of organizations which are identified in this report. The levels at which these organizations operate are listed across the top of the matrix. To use this checklist, fill in the boxes of the matrix with the names of specific organizations relevant to specific problems. This identification procedure is appropriate for all functional levels as well as for all types of organizations.

A separate analysis should be made for each problem or problem area. For example, the organizations which should be considered in relation to establishing role functions of school media personnel would

be considerably different than the organizations considered in relation to determining financial support for the media program. In effect, the checklist is a series of questions to which the individual responds.

If organizations are found in more than one block, some degree of interaction is present and needs to be considered in planning action. The columns in the matrix indicate potential horizontal relationships, e.g., several organizations within the local community. The rows indicate vertical relationships, e.g., one organization at local, state, national and international levels.

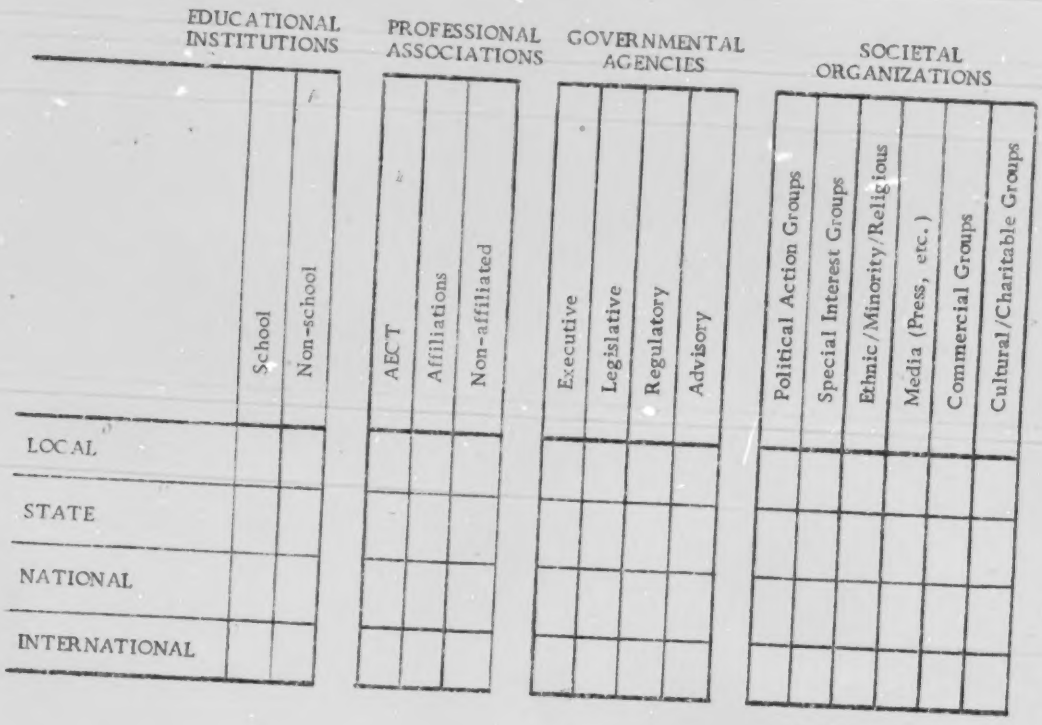

FIGURE 2

IV. ORGANIZATIONS

The following list identifies examples of organizations which this committee has grouped under the four major categories:

A. Educational Institutions

AECT members have an influence on and are influenced by educational institutions. For the purposes of this report, the term educational institutions has been defined as those formal organizations in which learning takes place, including both school and non-school groups.

(Committee 2 report continued)

1. School
   a. K-12 schools (public, private, parochial)
   b. School systems which include 2 or more schools
   c. Technical schools, community colleges, junior colleges
   d. Universities and colleges

2. Non-School
   a. Private business/industry
   b. Churches
   c. Hospitals
   d. Military
   e. Service groups (Red Cross, YMCA, etc.)
   f. Museums (including zoos, planetariums, etc.)
   g. Civic clubs (Lions, Kiwanis, Jaycees, etc.)

B. Professional Associations

Professional associations play a vital role in serving the needs and interests of individuals. Professional associations are defined as organizations with voluntary membership which function to benefit the individual member, the profession and society. Although the goals of professional associations are generally similar, the associations often enter into competition when priorities are established. The following professional associations provide the AECT members with numerous opportunities to exercise leadership in influencing group activities which will help achieve the goals of the individual, his institution, and his association.

1. AECT (Divisions and Affiliates)
   a. Local-state
   b. State
   c. Regional
   d. National
   e. International

2. AECT Affiliations
   a. AOTE (Associated Organizations for Teacher Education)
   b. AAAE (Alliance of Associations for the Advancement of Education)

c. EMC (Educational Media Council, Inc.)

d. JCET (Joint Council of Educational Telecommunications)

e. NEA (National Education Association)

3. Associations not affiliated with AECT

a. Accrediting associations

b. AACTE (American Association of Colleges for Teacher Education)

c. AASA (American Association of School Administrators)

d. AASL-ALA (American Association of School Librarians of the American Library Association)

e. AERA (American Educational Research Association)

f. AFT (American Federation of Teachers)

g. APA (American Psychological Association)

h. ASCD (Association for Supervision and Curriculum Development)

i. ASTD (American Society for Training and Development)

j. Fraternal (Phi Delta Kappa, etc.)

k. NAEB (National Association of Educational Broadcasters)

l. NALLD (National Association of Language Laboratory Directors)

m. NASSP (National Association of Secondary School Principals)

n. NAVA (National Audio-Visual Association)

o. NESP (National Elementary School Principals)

p. NSBA (National School Boards Association)

q. NSPI (National Society for Programmed Instruction)

r. NSPRA (National School Public Relations Association)

s. Subject area associations (National Art Educational Association, etc.)

C. Governmental Agencies

Decisions made by governmental agencies have impact upon the total educational system since these agencies are involved in the allocation of resources, development of regulations and supervision of evaluation. As decisions are made by legislative bodies,

regulatory agencies or advisory groups which affect the availability and use of learning resources, an attempt must be made to influence these decisions in a manner acceptable to the profession. Within the category of governmental agencies are included those organizations which are established by law and which exert an influence on learning. The following governmental agencies are considered to be important to AECT:

1. Local
   a. Boards of education
   b. Chief elective officers
   c. Community governing councils
2. State
   a. Boards of regents
   b. Legislatures
   c. State library agencies
   d. State governors' offices
3. National
   a. Office of Telecommunications Policy
   b. Federal Communications Commission
   c. Department of Health, Education and Welfare, United States Office of Education, National Center for Educational Technology
   d. Congressional committees on educational authorization and appropriations
4. International

D. Societal Organizations

There are many groups within society in general, which, even though they are not specifically educational organizations, have a strong influence on education. These groups are considered within the category of societal organizations. These organizations can be placed in six major sub-categories and can exercise influence at three levels.

1. Local
   a. Special interest groups
   b. Political action groups
   c. News media
   d. Cultural groups

e. Commercial groups
f. Ethnic/minority/religious groups

2. State

a. Special interest groups

(1) state affiliates of national groups

(2) intra-state groups

b. Cultural/charitable groups

(1) state foundations

c. Political action groups

d. News media

(1) newspapers

(2) television

(3) radio

e. Ethnic/minority/religious groups

f. Commercial groups

3. National

a. Special interest groups

(1) National Chamber of Commerce

(2) American Federation of Labor - Congress of Industrial Organizations

(3) American Medical Association

(4) Nature Conservancy

b. Political action groups

(1) political parties (Democrats & Republicans)

(2) League of Women Voters

(3) Taxpayers League

(4) John Birch Society

c. Philanthropic groups

(1) Ford Foundation

(2) Carnegie Foundation

(3) Mott Foundation

(4) Knapp Foundation

d. News media

(1) television networks

(2) news services

(3) magazines

(4) radio networks

e: Ethnic/minority/religious groups

(1) National Association for the Advancement of Colored People)

(2) Italian-American Anti-Defamation League

(3) Catholic Church

(4) B'Nai Brith

f. Commercial groups

4. International

V. CONCLUSION

In this report we have concentrated primarily on developing a procedure for identifying those organizational structures which, in varying degrees, influence education and in which the media professional can assume a role of leadership.

Recommendations for formal studies which can be derived from the material presented are:

A. AECT should consider this report as a framework for identifying those organizational structures which affect the media professional.

B. The matrix should be developed into a research tool for gathering data on the degree of inter-relationships of organizational structures which have an effect on the goals of media professionals.

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FUNCTIONAL LEADERSHIP

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I. INTRODUCTION

A. Rationale

In a society that in many respects has exhibited strong suspicion, even contempt, for autocratic leadership, and in an environment in which some of the other approaches to leadership development have been found inadequate, it seems appropriate to investigate several leadership processes to discover which seem(s) to offer an apparent valid and adequate approach.

The Lawson paper (1972) explored several approaches to the study of leadership. Among them were:

1. The Great Man Approach

   This approach became untenable with the recognition of the role that environment plays in the development of personality characteristics.

2. The Trait Approach

   This approach was found inadequate since it fails to describe the leadership phenomena.

(Committee 3 report continued)

3. The Situation Approach

If the analysis of leadership were to be based on situational factors alone, the value of this analysis appears to be limited in that the leader had no apparent function.

4. The Behavioral Approach

While the behavioral approach was one of the most recently studied, it led to what may be best described as a group-function approach or "functional leadership approach." This approach emphasizes performance, at a given time and place, rather than so-called leadership status.

In the process of preparing this paper the group observed that the functional approach to the study of leadership was proving itself viable, thereby warranting serious consideration. It must be stated that as the process developed the group experienced a considerable pride in the fact that functional leadership was working and there was an obvious determination to make it continue to work.

GROUP 3

It is not to be implied that a group operates without a designated or nominal leader. It is proposed that an environment conducive to a functional operation be established.

B. Definitions

Leadership is a function. This means that it is a dynamic element which has to be taken care of in some way to enable a group to identify and achieve its goals.

This function may be fulfilled in many ways, e.g., by formally appointed or elected persons or by process or belonging to such a group.

The functional approach to leadership takes this first statement as its starting point and implies that any member of the group, alone or as part of a team, given a particular situation and a specific time, may take on the responsibility for fulfilling the function of leadership.

Functional leadership means that group members have shared the responsibility to carry out the various tasks of leadership. The functional approach is dynamic in that leadership is specific to a particular group in a particular situation at a specific time.

This approach does not necessarily imply that leadership is a unitary function, but keeps open the possibility that it might be broken up into different functions which may occur, such as clarifying, informing, relaxing tensions, summarizing, directing, etc.

This approach, also, does not necessarily imply that the functional approach to leadership is the only approach. It was selected for two reasons: (1) the purposes of this report required that it deal with a single approach to leadership as opposed to dealing with a range of approaches in the development of this report, and more importantly, (2) the functional approach affords a broad base from which leadership may emerge and be developed.

It is the purpose of this report to approach the subject through a study of the environment and some of its elements in which functional leadership occurs.

Therefore, the question to which the report addresses itself is this: "Based upon the functional approach to the study of leadership, what are some of the characteristics of an environment which are critical to the emergence and development of effective leadership?"

II. ENVIRONMENTAL CHARACTERISTICS

This report is particularly concerned with the characteristics of the environment (as a broad concept) which are critical to the emergence and development of effective leadership. Such factors may be classified under three main headings:

1. Physical characteristics
2. Group characteristics
3. Group member's capacities (or other characteristics)

The list of characteristics and capacities given in Table 1 under these headings, is not to be considered definitive. Nor will it be possible in this context to give definite statements about the exact way in which each of these characteristics influences the functional leadership process. Research along these lines is sparce, and if the general approach suggested here is accepted, a lot of further validation and development will have to be carried out.

It also seems appropriate to stress the fact that there is a high degree of interaction between the characteristics within the three factors listed above. For instance, size of the group may be a critical

factor for the emergence and continuity of functional leadership in a group. The degree of importance of this characteristic will vary with the "values" of other characteristics, such as the social mores of the group, the organizational pattern, the open mindedness of group members, etc. The TOTAL SITUATION in relation to functional leadership will therefore be a product of an interaction between all these characteristics. It seems therefore that negatives in one characteristic (or within one column) may be compensated for by positives in another.

Table 1

CHARACTERISTICS OF GROUP SITUATIONS

Physical	Group	Group Members Capacities
-Setting	-Goals	-Openness
-Size	-Tasks	-Rewards
-Proximity	-Familiarity	-Respect for Individual Contribution
-Resources	-Social Mores	-Accepting/Sharing Responsibility
	-Expectations	-Communication
	-Organizational Patterns	-Motivation

A. Physical Characteristics

Several physical characteristics of the environment influence functional leadership emergence. These specific visible characteristics interrelate with each other and with elements of the other groups of characteristics.

1. Setting

The factors affecting group interaction are multiple. Sound levels and acoustics, size and shape of the meeting room, seating arrangements, lighting, temperature, and ventilation have a direct effect on the ability of a group to function efficiently. Creature comforts and lack of external distractions establish a climate conducive to effective group interaction. Available time is an additional factor that can appreciably influence the ability of a group to operate functionally.

(Committee 3 report continued)

2. Group Size

No definitive answer can be given concerning the optimal size of a group to maximize functional leadership. As a rule, the larger the group, the fewer the opportunities each member has to function as a leader. Other factors interact with size to help or hinder participation.

3. Proximity

Distance between the participants affects the mode and quality of interaction. Eye to eye contact and observed reactions, for instance, are important to effective communication.

4. Resources

The group must have access to sufficient resources, both human and non-human, to accomplish the goals of the group. If leadership development is to be one of these goals, sufficient resources to support broadly based participation in the leadership functions must be provided.

B. Group Characteristics

Group environmental characteristics are largely determined by interaction among members of the group. Interaction of group members will shape a group's course of action, affect objective attainment and delimit its effectiveness.

Some of the more prominent factors identified by the committee relating directly to a group are described in part as follows:

1. Goals

The goals of the group must be perceived by the group as being worthwhile, attainable, and modifiable by members of the group.

2. Tasks

The group will identify the tasks to be accomplished through interactive discussion and group consensus. Through functional leadership, group members assume responsibility for accomplishing agreed upon tasks.

3. Familiarity

For successful group action, time must be allowed to establish social acceptance and mutual trust among its members.

4. Social Mores

The more similar the social mores among group members, the greater the possibilities of successful group interaction.

5. Group Expectations

Group expectations are established by group consensus. There must be provisions for the development and acceptance of expectations by the group.

6. Organizational Patterns

Most groups operate within an already established pattern. Group participation in formulating organizational patterns will help ensure group success.

The organizational pattern within which a group operates should enhance the functional leadership mode.

C. Capacities (and other characteristics) of group members

Rather than looking upon the question of personal characteristics as attributes of specific persons who will be "leaders" and who has to be strong in many of these characteristics, the functional approach to leadership invites the idea that each person in the group may possess certain capacities, so that this person may function as a leader in a specific situation of the group's work. When conditions warrant, a person with the specific characteristic demanded by those conditions will function as the leader as long as those conditions prevail in the situation. Leadership will pass from person to person as conditions and personal characteristics become congruent. Thus, capacities within a person which may be leadership-relevant, but which are never actualized in a non-functional leadership situation, may now be utilized.

It should be recognized that there is the possibility of some kind of correspondence between the capacities mentioned here and the different functions mentioned above, by which leadership is carried out.

1. Openness

Openness, which connotes a willingness to accept and react to other viewpoints with honesty, sincerity and mutual trust as well as contributing one's own ideas with complete candor, is essential for the development of functional leadership.

2. Rewards

The participant must recognize that involvement in group activities will provide either psychological, physical or some other type of personal satisfaction.

(Committee 3 report continued)

3. Respect for the contribution of each individual

   Each member judges each contribution on its own merits. The contribution that advances group goals is considered valid and the contributor is performing a leadership task.

4. Accepting/sharing responsibilities

   Individuals must be willing to accept and/or share responsibility, depending upon the situation and the individual's own capacities, if functional leadership is to be facilitated.

5. Communication

   The greater the ability of each individual member of a group to communicate effectively with other members of the group, the greater the potential for effective interaction within the group.

6. Motivation

   The capacity to mobilize within self, and within others, the desire to participate in group action.

III. CONCLUSIONS

Leadership is the dynamic function to be identified and nurtured. Functional leadership is not proposed as the answer to all leadership problems but as a way to encourage emerging leadership and to supply a broad base support for present leadership functions. Process and the performance of individuals in a group are more significant in the development of emerging leadership than is the identification of individuals as leaders per se.

The concern should, therefore, no longer be with the selection and training of specific persons as leaders, but with establishing an environment which fosters the potential of each individual for fulfilling and practicing leadership functions.

This implies that the efforts of the institution/organization/association should be toward surveillance and possible reorganization of their own organizational situation, to establish conditions favorable to functional leadership, rather than toward the continuation of formal selection and training of individual leaders.

If the general idea of functional leadership as presented above, is accepted as worth pursuing, further validation of the approach will be needed, and studies along this line should be undertaken and/or encouraged.

(Committee 3 report continued)

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Addendum

CASE STUDY - ELEMENTS OF LEADERSHIP

The term "Leader" as used in this case study refers to that individual who is filling this role at any particular time.

I. STABILITY (See chart) *Emotionally Intensive

A potential leader feels his environment. This person has an internal climate that welcomes emotional responses to sensory input. Control over emotional level is exercised so that for the most part judgment is not impaired, but not to the extent of suppressing emotional responses. Emotion is the source of energy[1] that can support intense efforts over a prolonged time period.

*Environmentally Sensitive Generalist

A potential leader is aware of all that occurs within sensory range. Although this is at a relatively low level of awareness, there is a continual series of brief casual concentration periods on various elements within sensory range. Small bits of information are constantly being absorbed, with special emphasis on and interest in the actions and interactions of individuals and groups.[2]

II. DISEQUILIBRIUM (See chart) *Events Key Concentration

Cumulation of many bits of information and/or one major event causes perceptual concentration and emotional response. If person determines resolution is feasible and/or desires to pursue a solution, he begins activities that will lead in this direction. If this person's behavior meshes with a group's conceptions of leadership behavior and their agreement as to the value of the endeavor, he will become their leader.[3] This might result from a conscious effort on the part of a potential leader based on his knowledge of the group, and/or result from the situation.[4]

III. RESOLUTION (See chart) *Action Orientation

At this point the leader identifies those that the group respects and generates within them enthusiasm, commitment and loyalty, and through them the group is then directed toward the goal as established by the leader.[5] Through interactive processes the leader works with these key people to develop time schedules, set procedures, determine needed resources, and assign tasks.[6] The leader continues to keep group aware that they are working toward a definite goal that will result in a decision and subsequent implementation.

*Decision

The leader determines when decision point is reached and renders (or causes to be rendered) a judgment.[7] When implementation based on this judgment is begun, the leader allows others to take over.

IV. REINFORCEMENT (See chart) *Rewards

The leader receives key people congratulations, group recognition, and peer group approval that results in short-lived internal satisfaction. When this fades, drifts back to stability level but with a tendency to seek new challenges.

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[1]Lawson, p. 11.

[2]Association and Society Management, Vol. 4, #4, June/July 1972, p. 43.

[3]Administrat. Ed Schools, Kunbrough, p. 106 and 109, (Sic).

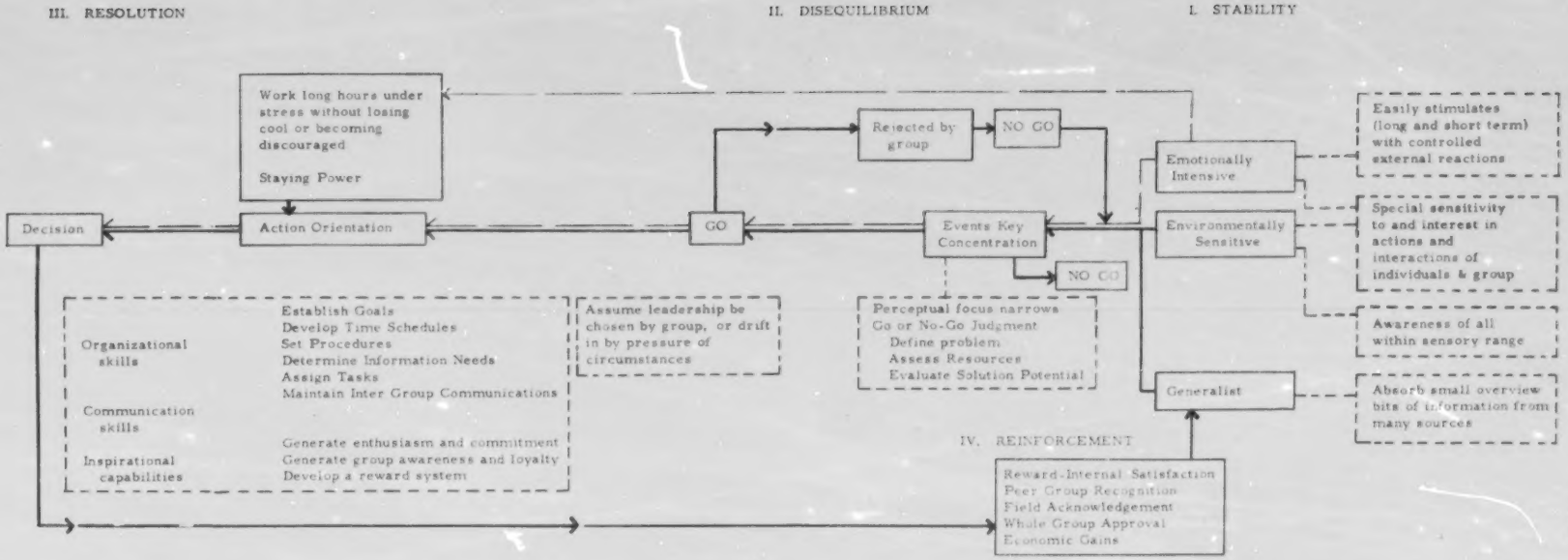
[4]Lawson, p. 11.

[5]Lawson, p. 14.

[6]Lawson, p. 14.

[7]Lawson, p. 14.

*Referents to chart elements.


III. RESOLUTION
II. DISEQUILIBRIUM
I. STABILITY
Work long hours under stress without losing cool or becoming discouraged
Staying Power
Rejected by group
NO GO
Emotionally Intensive
Easily stimulates (long and short term) with controlled external reactions
Decision
Action Orientation
GO
Events Key Concentration
Environmentally Sensitive
Special sensitivity to and interest in actions and interactions of individuals & group
NO GO
Establish Goals
Develop Time Schedules
Set Procedures
Determine Information Needs
Assign Tasks
Maintain Inter Group Communications
Organizational skills
Communication skills
Inspirational capabilities
Generate enthusiasm and commitment
Generate group awareness and loyalty
Develop a reward system
Assume leadership be chosen by group, or drift in by pressure of circumstances
Perceptual focus narrows
Go or No-Go Judgment
Define problem
Assess Resources
Evaluate Solution Potential
Awareness of all within sensory range
Generalist
Absorb small overview bits of information from many sources
IV. REINFORCEMENT
Reward-Internal Satisfaction
Peer Group Recognition
Field Acknowledgement
Whole Group Approval
Economic Gains

70

71

LEADERSHIP AT LOCAL, STATE AND REGIONAL LEVELS

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I. INTRODUCTION

One might suppose it would take a special kind of optimism to declare that every man is a leader; yet, that is precisely what we are stating. Every AECT member at the local, state, regional and national levels has leadership potential.

In trying to discover what makes some organizations effective and others ineffective, we examined the leadership responsibilities existing at national, regional, state, and local levels. We consider each level to be a functional part of the whole and do not imply any hierarchial relationships. (See Figure 1)

We took the position that leadership is required for sustained improvement in education and training. Two general purposes are served by organizational leadership: (1) to achieve group goals, and (2) to maintain and strengthen the group itself.

The organization as a whole should provide leadership to influence education at each of the aforementioned levels. There is concern at all levels, recognizing the importance of AECT leadership in achieving group goals as well as maintaining and stengthening the organization itself.

There has been a failure (1) at the local level to support national and regional goals and (2) at the national level to strengthen regional, state and local programs. Perhaps inadequate communication of goals and achievements has been a contributing factor responsible for such parochial concerns. It is hoped that clarification of national goals by Committee 1 and amplification of these goals for the regional, state and local levels will aid communication in the future.

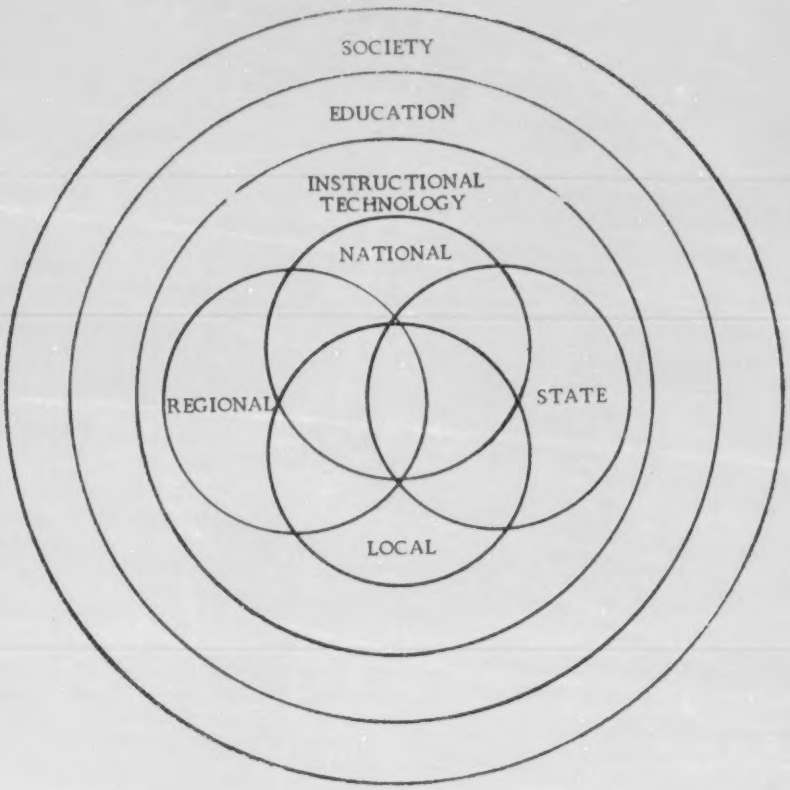

FIGURE 1 - ORGANIZATIONAL LEVELS

II. BASIC ASSUMPTIONS:

AECT can influence the process of educational leadership in the field of instructional technology at all levels. The following statements are designed to strengthen AECT as a professional organization, thus heightening its capacity to improve society through more effective educational programs:

Assumption 1: That AECT should exist.

This is the most basic of assumptions. If we did not believe that the organization should exist, we would either take steps to eliminate the organization or merely ignore it. Further, our concern for the future exemplifies our faith and belief in AECT.

Assumption 2: There is a distinction in kind between what is done nationally and what is appropriate at state and local levels.

This means that a given goal would probably be supported by diverse kinds of activity at different levels. Generally speaking,

(Committee 4 report continued)

GROUP 4

leaders at the national level have more time, skills in different areas, and different modes of operation than people at the other levels. For example, to accomplish the goal of increased membership, national leaders would spend considerable time designing communications for the masses extolling the virtues of the organization. Leaders at the local level would more likely be making personal contacts to recruit new members.

Assumption 3: That responsibility can be assigned but mere assignment does not guarantee fulfillment.

It appears to this committee that failure to recognize this principle has, to some extent, caused AECT to fall short of some goals. While responsibility may be assigned and accepted, follow-up is needed to insure the fulfillment of that acceptance. There is more to responsibility than mere delegation.

Assumption 4: That it is desirable for AECT to provide leadership for education and society.

Members of AECT believe that educational communications and technology can be applied to many of today's educational problems (when properly applied through a validated, systematic, field-centered, individually directed approach.) If AECT is to fulfill its promise to learners in this country we must provide educational leadership for all segments of society. In order to provide the type of leadership required to fulfill the promise of technology to its various publics we must determine where we stand and rank our goals in order of priority. Cnly then can AECT provide the leadership required to accomplish these educational and societal goals.

Assumption 5: That it is desirable for AECT to provide leadership at the various levels.

Without adequate leadership being stimulated at all levels, there can be no viable AECT. A continuous "talent pool" must be developed.

Assumption 6: That AECT should take the position of an association which is ahead of the educational and societal norms.

The membership of AECT consists of the seven to ten percent of educators who are at education's cutting edge. We believe AECT has an obligation to lead other educational associations by defining and publicizing goals that will be adopted by future educators. Given AECT goals, we should be quality-centered rather than quantity-centered.

Assumption 7: That AECT has the potential to make a meaningful impact on education and society.

AECT has made major contributions toward improvement of instruction during the half-century of its existence. As technology is further accepted, AECT's stature will grow, and its potential will increase.

Assumption 8: That effective leadership includes both (1) personal qualities such as initiative, charisma, etc., and (2) certain skills, mastery of which can facilitate the attainment of specified goals.

Leadership implies more than convincing a few people through a combination of influence and facts. The adoption of many AECT goals will require massive political action, perhaps involving local through national interest groups and governmental agencies. One purpose of this paper is to suggest several organizational and communication skills which can expedite the establishment and execution of such adoption strategies.

In light of these assumptions, let us further examine the functions of leadership in achieving organizational goals, as well as maintaining and strengthening the organization. Is leadership really only at the top of the organization as many people have assumed; or can it be found elsewhere, particularly in the organizational echelons?

III. LEADERSHIP ACTIVITIES RELATED TO SPECIFIED GOALS

A. Public Relations and Membership

For years, AECT members have been concerned with recruiting and influencing personnel within the educational system--board members, administrators, teachers, and students. We also must reach the public. We must take a positive attitude. We believe that when education and society understand that they can benefit from association and involvement with AECT, more local support and participation can be expected.

The objectives of increasing membership and enhancing public image are interrelated. It is hoped that through our work with public relations, interested persons will seek membership information. It is the responsibility of individual members at local and state levels to inform others that educational communications and technology can offer alternatives to traditional educational programs, both formal and informal. Leaders at state levels must demonstrate the expertise, strategy and tools of technology to persons outside the organization. They should provide opportunities for concerned educators who are not aware of these alternatives to observe such demonstrations.

In order to broaden the membership base, AECT must reach all levels of education through public relations - informative literature, mass media, and open meetings of the organization. This task can be further implemented through personal contact, whereby a prospective new member might recognize the values of membership. Wherever feasible, joint meetings with related organizations, such as curriculum and library groups, should be encouraged. The exposure of non-member colleagues to instructional development, media and technology ideas through joint meetings can foster and influence the growth of membership in AECT.

To enhance the public image, AECT members must publicize their professional activities to make the general public aware of technological processes and functions in the educational environment. In many situations, personal publicity is set aside because the individual is too modest, or is of the opinion that it is not important. However, by shunning publicity the media professional shirks his responsibility by not promoting his profession and his personal interests within the profession. When addressing other organizations, an individual member can describe his program or current developments and innovations.

Leaders should make themselves available at organizational functions in order to promote communications and interaction between leaders and other members. It is important to develop an environment in which an individual member sees himself developing as a competent leader in the field of instructional technology. When the national organization has agreed upon a definition of the field, individual members must interpret this information to concerned persons. Confidence and competency must be demonstrated by those representing the Association. Leaders must seize the initiative for program presentations to local churches, civic groups, all educational institutions and other organizations.

(Committee 4 report continued)

B. Emergence of Leaders

At all organizational levels there is a need for leadership conferences such as we find at Lake Okoboji whereby emerging leaders might be recognized. After recognition, these emerging leaders could be placed in situations where they can contribute to the work of the organization.

Ways of achieving this might be through providing outlets for works and talents of these emerging leaders: i.e., publication of papers and writings, dissemination of information about innovative projects, workshops conducted by these leaders, and public evaluation of their productions.

When emerging leaders are recognized, they should be granted opportunities to implement new ideas and thoughts within the organization.

C. Promotion and Coordination of Research

The media leader should promote and coordinate research. This could be done by disseminating information about pertinent research to school and community groups. Because there is a lack of awareness of the availability of research funds in given areas, the media leader should identify these sources and support efforts to obtain them. (For example, NEA, AFT and USOE.)

D. Legislation

Attainment of organizational goals and growth of the association depend upon the extent to which the organization influences its membership and outside agencies.

One tangible result of leadership in AECT is the actual adoption or implementation of a recommended program by bodies such as a board of education, college board of trustees, city board of alderman, the state legislature, or the organization's own board. While it may be true that recommendations possess a "self-apparent" validity, logic and need, it behooves leaders to acquaint themselves with the actual process through which agencies can be influenced. Space permits only a few examples; the instigator hopefully will see the need for study of his unique local situation. The following suggestions are from the Report of the AECT Region VII Leadership Conference, Lake Texoma, Oklahoma, May, 1972:

"1. Develop and maintain contacts. Get to know key people in each significant agency. Maintain periodic contacts so you will be known when you need to score. This implies more than a mere updated file, though such information should be readily available.

"Visit your representative (through an appointment) when he is at home. Take him to lunch. Invite him to see examples of technology at work. Invite him to appear at, or address, professional meetings. Put him on your newsletter mailing list and get on his. In correspondence with key people, stress proper form of address, conciseness and avoidance of petitions, form letters, etc.

"2. Plan an Adoption Strategy: Simultaneously two activities should develop: (a) Introduction and support of the proposal/legislation, and (b) marshalling and coordination of support. Crawford outlined one such history for an AECT regional conference.

"Introduction. The initial bill was drafted in close cooperation with people and organizations who would be intimately concerned, with an eye toward achieving consensus. Special interest groups (professional and business) were enlisted. At the same time a key individual was being readied to actually introduce and sponsor the bill in his agency. (Several people might need to review the proposal before the appropriate sponsor is designated.) After introduction, be prepared to appear as necessary to provide background information.

"Action Network. Community support may be engendered through use of such vehicles as the telephone, personal correspondence, newsletters or special mailings, telegrams, radio "call-in" programs, public opinion messages, or existing public relation facilities. National organizations such as AECT and NAVA are both concerned with improvement of education and have considerable experience: they should be consulted with respect to strategies, lobbying or additional background information."

These suggestions may make the difference between acceptance or rejection of ideas. Part of the battle is planning the strategy.

E. In-Service Training

In-service training of teachers is a local situation, but must have active support from the national organization. Much of this responsibility is met through local staff meetings, but perhaps, more significantly by individual contacts on a one-to-one basis. Announcement of new materials, services and equipment--what is available and how to use it--is an important phase of this program. Teachers and students will not request material unless they are aware of its existence. Assistance in preparing original materials should also be provided by the media leader, and "hands-on" workshops on techniques and proceses can be valuable for both students and teachers.

In-service programs planned in cooperation with other disciplines, school districts and educational agencies should be encouraged and promoted: e.g., a basic production course could be planned and presented on cable or educational television or on the local school site. Nearby higher educational institutions frequently provide this type of service. Additionally, the local media leader should be aware of such federally-funded programs as the USOE sponsored Instructional Development Institutes and should seek ways for local district participation.

In-service training of other media personnel is also the responsibility of the media leader. Local, regional and state level workshops,

media displays of hardware and software for the purpose of preview and evaluation, resource persons from the field utilized as guest speakers for professional meetings and workshops are a few programs which could be considered.

F. Certification and Accreditation

One of our assumptions is that AECT is providing leadership in the areas of accreditation, certification, standards, job descriptions and classification, curriculum planning, and the selection of materials and equipment. Local, state, and regional support of national programs in these areas is essential.

Media leaders must take the initiative to apprise accrediting agencies and evaluation teams of existing standards. Evaluators should be encouraged to be constructively critical of local instructional media programs during accreditation visitations. Standards should be discussed with administrators, school board members, colleagues, teachers, parents, and other key members in the organizations or institutions in which media programs exist. Media specialists must also continually conduct honest self-appraisals of their materials, equipment, facilities, and services. Media leaders must develop effective communication links to publicize, support and improve current standards. In addition, media specialists should always be available to interpret the standards whenever needed.

Media leaders must meet or exceed certification requirements and should encourage their colleagues to overcome any deficiencies in this area. Local college or university personnel could be asked to provide courses and/or workshops, either for academic credit or for salary increments. These courses and/or workshops might be held in the local institutions and could help media personnel to attain certification requirements.

Job descriptions must be prepared for all members of the media staff. These descriptions must be on file in the appropriate administrative offices and copies should be available to all interested parties. Job classifications should also be prepared for the media staff, and all supportive personnel should be evaluated according to established performance standards at least annually. These job descriptions and classifications could be based on models published by AECT.

Media leaders should be involved in all curriculum committees in their institutions. If one is not selected or appointed to curriculum committees, one would volunteer one's services and expertise. A portion of the institutions curriculum might include elective

courses in such media-related subjects as photography, graphics, film-making and editing, and television production. State, regional and national curriculum guidelines should be consulted and made available to the appropriate committees before final curricular decisions are made.

One of the most important responsibilities of the media specialist is selection of materials and equipment to meet local requirements. Policies must be developed, both for the acquisition of new materials and for keeping the existing resources current. A selection policy will prove invaluable should a censorship problem arise. All acquisition guidelines and selections policies should be on file in the appropriate administrative offices and should be available to curriculum committees, classroom teachers, and other interested parties. National, regional and state models should be consulted when local guidelines and selection policies are being developed or revised. The media specialist should also be willing to share his policies with his colleagues upon request.

IV. MAINTAINING AND STRENGTHENING THE ORGANIZATION

Previous sections have dealt with achievement of organizational goals. This section will deal with maintenance and strengthening of the organization. While some goals may have already appeared, they are presented from a different point of view. Previously they were presented as group goals; in this section they represent means to maintain and/or strengthen the organization.

Membership growth is an obvious example. While increased membership is a worthy goal in and of itself, it also means strength (in terms of finances, power, intellectual ability, etc.) for the organization. Another obvious dual-goal is in-service training. These two examples demonstrate the dual function of the previously mentioned goals; the following ideas contribute primarily to the maintenance and strengthening of the group.

People with common interests, particularly if a minority, need to associate for mutual support. The idea is discussed by Emile Durkheim:

> "... when individuals who are found to have common interests associate, it is not only to defend their interests, it is to associate, that is, not to feel lost among adversaries, to have the pleasure of community, to make one out of many, which is to say, finally, to lead the same (organizational) life together." (Gordon L. Lippitt and Edith Whitfield)

Since people naturally will form associations, AECT must be responsive to the needs of prospective members. Two primary tasks must be performed: (1) Publicize the association so that it will attract those who legitimately are part of the interested minority

of educators, and (2) pay particular attention to the thoughts, beliefs, and future hopes of persons the association seeks to attract.

These tasks even though goals of the national association, are best accomplished at the local level (with national support). Members of local, state and regional affiliates can more easily identify (due to distance, familiarity with colleagues, and ease of communication) present and prospective AECT members.

Maintenance of the organization depends on factors such as those cited by Lippitt and Whitfield, which would apply at any level of the organization.

> "An effective group...
>
> 1. Has a clear understanding of its purpose and goals.
> 2. Is flexible in selecting its procedures as it works toward its goals.
> 3. Has achieved a high degree of communication and understanding among its members.
> 4. Has a high degree of cohesiveness (attractiveness for the members)
> 5. Makes intelligent use of the different abilities of its members.
> 6. Is not dominated by its (national organization) or by any of its members.
> 7. Maintains a balance between (all levels, channeling all efforts) into productive (organizational) effort." (Lippitt and Whitfield)

V. CONCLUSION

In this paper, leadership functions have been divided into two categories: (1) leadership to achieve group goals, and (2) leadership to maintain and strengthen the organization.

In explication of these two categories a representative list of AECT goals has been cited and some exemplary activities and/or strategies related to those goals have been given.

The same goals apply to the second leadership function as applied to the first. However, when strengthening and/or maintaining the organization is required, different kinds of leadership (at some or all levels) are required.

Again, these thoughts are not to be viewed as all-inclusive. This is a working paper, and as of this date, it is not considered complete.

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SELECTED COMPETENCIES WHICH SHOULD BE DEMONSTRATED BY EDUCATIONAL LEADERS

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I. INTRODUCTION

The concept that the characteristics of leadership are basically the same throughout society and that certain competencies are necessary for effective leadership in any situation influenced the scope of this statement to encompass the entire field of education.

II. DEFINITION

Competency

A competency is a skill which can be developed and is manifested in performance.

III. THREE SKILL APPROACH

A. Human

Leader's ability to work effectively as a group member and to build cooperative effort within the team he leads.

B. Technical

Leader's understanding of, and proficiency in performing, a specific kind of activity, particularly one involving methods, procedures and techniques.

C. Conceptual

Leader's ability to perceive the system as a whole; it includes recognizing how the various functions of the organization depend on one another, and how changes in any one part affect all the others; and it extends to visualizing the relationship of the individual unit to the field, community, and the political, social, and economic forces of the nation as a whole.

IV. IDENTIFICATION OF COMPETENCIES DEEMED DESIRABLE FOR EDUCATIONAL LEADERS

A. Human Competencies:

1. Ability to work with leaders of other units and express the potential and capabilities of the unit.
2. Ability to function effectively within the diverse stated and unstated organizational systems.
3. Ability to act as a catalyst to provide innovative ideas, motivation for their acceptance and a means of facilitating their implementation at all levels.
4. Ability to organize individuals into a coherent productive body, taking into consideration all the elements which enter into the relationships between these individuals.
5. Ability to express his and the organization's position, ideas, and needs to concerned individuals, while also providing the means for the organization's members to interact so that their positions, ideas and needs are considered.
6. Ability to communicate the field's goals to the administration, the community and other political, social and economic forces for the purpose of gaining support.

B. Technical Competencies:

1. Ability to make choices from several viable solutions based upon the needs of the situation and the leader's knowledge, past experience and professional judgment in order to assure optimal results.
2. Ability to initiate those actions and/or processes necessary to achieve the goals and objectives of the unit.
3. Ability to organize and distribute information by various communication techniques.
4. Ability to maximize a group's ability to accomplish specific goals by organizing available human and material resources into a functional whole to achieve optimum results in accomplishing specific goals.

5. Ability to measure the degree of success in attaining stated goals and objectives.

C. Conceptual Competencies:

1. Ability to make tentative assumptions in order to draw out and test their logical or empirical consequences.
2. Ability to combine inter-related parts or elements to form the whole.
3. Ability to provide an operational model for achieving those identified needs, priorities, goals and objectives in a specific situation with a provision for continuous assessment.
4. Ability to study interrelationships, measure progress, review policies and procedures, and apply appropriate data collection and measurement techniques.

V. RECOMMENDATIONS FOR IMPLEMENTATION OF LEADERSHIP DEVELOPMENT FOR THE MEDIA PROFESSION

Recognizing that many persons already possess in varying degrees, numerous competencies necessary for leadership, AECT should undertake the responsibility to identify these individuals and to assist them in further developing their skills. By such a program the field will develop a method for supplying the effective leaders needed at all levels.

Many efforts have been made to develop a system which can be adapted to enlarge or enhance leadership within a group. We recommend that the following factors be considered:

A. Goals

The objectives of the program need to be explicitly defined so that the individual elements can be viewed as a whole. This visual representation of parts will permit continuous updating. The goals should be stated in terms that facilitate measurement of progress and/or end results.

B. Nature of the Learner (leader)

Each learner (leader) possesses certain unique capabilities and/or competencies. Mendel Sherman recommended that the program planner take into consideration such variables as self image, aspiration, reference groups, needs, biases, learning styles, etc. This provides the learner (leader) with more opportunity to reach his full potential.

C. Content

The program should facilitate training which will provide competencies for functional leadership. The content prescribed will vary according to the individual and group needs.

D. Resources

All available learning components shall be considered as possible teaching resources. One should consider people, print and audiovisual materials, equipment, community facilities, money, etc. Each item should be carefully selected for its unique contributions to the learning situation. Major concerns should be diversity, appropriateness, and richness.

E. Methodology

The method by which the information is presented to the student must be carefully designed. Various teaching strategies suitable to the learner should be examined and considered.

F. Evaluation

Every attempt should be made to measure the growth of the individual, based upon his own performance and not those of the group. There should also be a continuous assessment of the programs and their effectiveness in meeting the individual's needs.

G. Organization

"While room needs to be made to ensure independent functioning, many personal powers require the presence of others in the picture for their proper development. The isolation booth is an inappropriate site for the larger learnings." (Leeper, 1971, p. 30) For further information on this point see Report #2.

H. Analysis of Leadership Qualities

In any leadership development program, a learner analysis must be completed for all participants. Many instruments have been designed for the measurement of leadership qualities and skills. Examples of some which might be used are LPC (Least Preferred Co-Worker), Porter-Maslow, ASO (Assumed Similarity Between Opposites), Measure of Position Power, and LBDQ (Leadership Behavior Description Questionnaire).

One will find upon administration of such instruments that each potential leader will already possess many desirable

This means then, that the content of training programs must vary to meet the needs of the individual learner. We suggest that appropriate content for leadership programs should include the competencies outlined in this report, as well as other competencies which are unique to a particular leadership position. The learner entering into a program following this design should be able to select only those areas in which he is deficient or needs to develop proficiency.

I. Recommendations to AECT

As a professional association, AECT must take a leadership role in expressing the unique needs of Educational Technology to those agencies concerned with designing emergent leader training programs. As the training becomes available, AECT must provide means for implementation at both the pre-service and in-service training levels. Some activities which have been found effective are:

1. Demonstration Teams

AECT should develop a list of outstanding resource personnel in each region. These people would be called upon by any group (service, religious, educational/professional, state) in the region, to supply effective tools, resources and techniques for the implementation of technology.

2. Workshops

AECT should plan, develop and implement or coordinate the planning, development and implementation for a series of workshops, or guidelines for them, to be made operational at various levels.

3. Self-Instruction Packets

AECT should make available packets of materials which are designed to provide the learner with self-instruction experiences.

4. Conferences/Seminars

AECT should incorporate within its program some sessions devoted to developing leadership skills.

5. Clearinghouse

AECT should collect information relative to pre-service and in-service training programs which have been conducted in

other localities, regions, states, or countries. This information should be disseminated to groups interested in leadership training.

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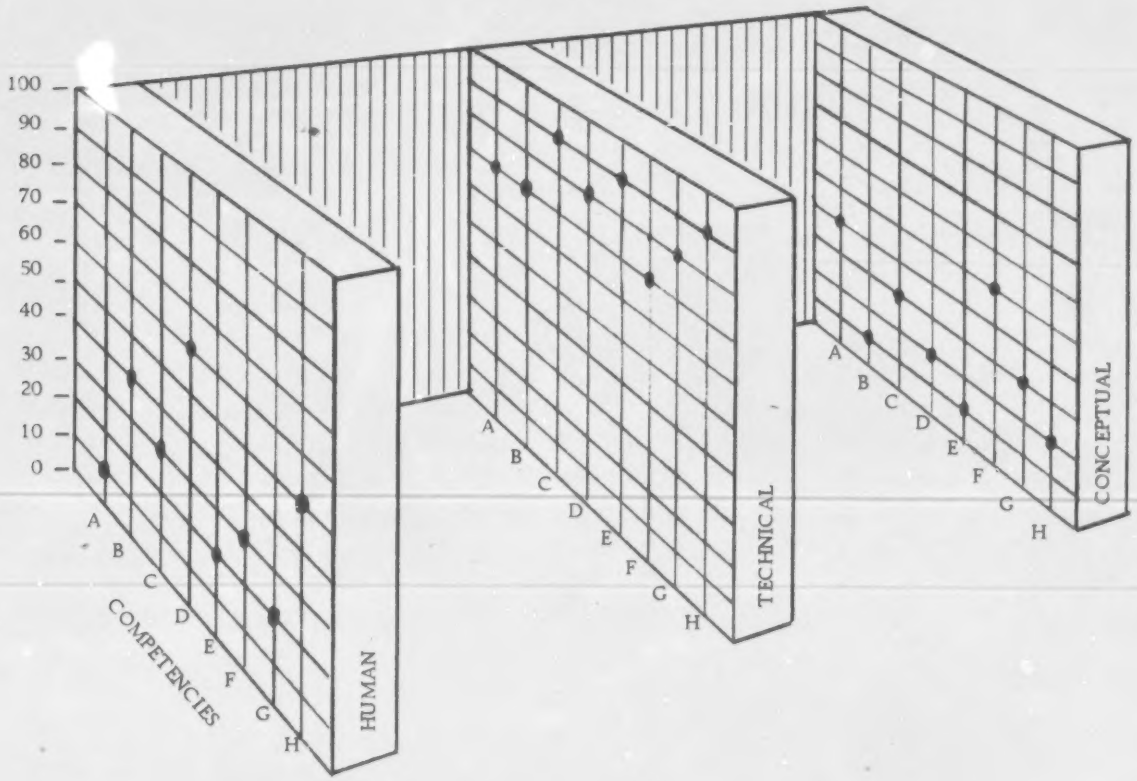
Addendum

STUDENT ENTRY PROFILE



RECOGNIZING, NURTURING, AND REWARDING POTENTIAL/EMERGING LEADERSHIP AS IT PERTAINS TO AECT

Committee 6 members:

Larry Alexander
John Battram
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I. INTRODUCTION

In the study of leadership during recent years, the dominant trend has been to explain leadership in functional/situational terms. The emphasis of this approach is that leadership is specific to individual members of a particular group, situation and time. It also stresses that leadership responsibility is shared by group members in carrying out the various tasks. We accept the fact that informal leadership cannot exist without some type of group acceptance. This committee, however, perceives functional leadership as a form of informal influence upon the group by any member of that group. In a group of unwieldy size, there must be a formal leader - one who represents the large group and provides leadership (in a formal sense) of a kind which will allow functional leadership to take place.

To exemplify how functional leadership (informal) and the structured type of leadership, of which we are speaking, work together, let us now look at a typical board of directors.

On a board of directors there is usually a chairman and several other members. The chairman provides formal leadership in calling the meeting. Once the meeting has begun, functional leadership may take over and operate until either chaos occurs or it is time to adjourn the meeting.

This committee is dealing with the formal leadership (exemplified above in the chairman of the board) and in no way denies either the existence of nor the desirability of the informal, or functional, type of leadership. The concern of this committee is the formal, structural form of leadership which holds together, maintains and/or strengthens large groups such as AECT.

Within the scope of formal group functions and activities in AECT, there are individuals who emerge to influence the movement of the organization toward recognized goals. We acknowledge the probability that these leaders have some distinctive personal qualities which serve to expedite their movement into, and augment their effectiveness in,

the formal leadership roles. However, our present instruments do not yet provide adequate knowledge on what these qualities are, nor do these instruments tell us the best combination of qualities in specific situations. We also recognize that situational factors demand the exercise of varying patterns of behavior from the leader. We do feel, however, that the developing leader or potential leader can be assisted through advice and support from his peers.

The development of leadership capacity is an internal process and each individual must assume the development of leadership in self. However, the attainment of leadership positions may be facilitated through the possession of certain skills, such as those of management, . . . these skills can be obtained through training programs.

A basic assumption is that some of the leader's attributes which influence group performance in one situation would also characterize him in other situations with like effects. Further, we recognize that changing situations and tasks will place varying demands upon the different abilities possessed by the leader.

Identification of potential leadership must be considered as a a process which acknowledges:

A. That an individual might create his own avenues to leadership within a given organization and in a given situation;

B. That changing situations and tasks are factors which might require the exercise of unique patterns of leadership qualities;

C. The significance of given time and place factors in the exercise of leadership;

D. The desirability of using a leadership identification form. (These forms can be developed or adopted from a large number of such lists already available in the literature.)

II. DEFINITION OF TERMS

A. Recognition: Early awareness of potential and emerging leadership.

B. Nurture: Fostering, encouraging and providing continuing leadership opportunities at the several levels in the organizational structure.

C. Reward: Acknowledging demonstrated leadership by programs of award and support established for the purpose of encouraging emerging leadership.

D. Potential Leadership: Leadership which is dormant or undeveloped but identifiable by a recommended checklist and by observation. It also includes leadership which has been demonstrated in other fields, i.e., church, politics, service clubs, etc. and is potentially transferrable to the media field.

E. Emerging Leadership: Leadership within the media field which has been demonstrated at a beginning level, i.e., local institution or local chapter of state association.

III. RECOGNITION OF POTENTIAL/EMERGING LEADERSHIP

A. Tools for Identifying Potential/Emerging Leadership

Recognition of potential and emergent leaders has been scientifically studied by many scholars and groups. These studies have produced several leadership evaluation scales such as the Steps Toward Achieving Leadership and Region VII Leadership Matrix Profile presented on the following pages (Figures 1 and 2). Selected scales or checklists may be used as one tool in the process of becoming aware of potential leadership qualities in individuals. Most of these scales include a number of such key items as:

GROUP 6

(1) persistence;

(2) knowing how to get and use expert help;

(3) delegating authority;

(4) ability to analyze a problem accurately;

(5) attend to detail;

(6) mobilize available resources, and

(7) follow a task to completion.

B. Pathways to Positions of Leadership

Potential and emergent leaders may be recognized at various stages and levels of development in an organization. This recognition may be facilitated in organizations if clear paths for leadership development exist.

REGION VII
LEADERSHIP MATRIX PROFILE

Qualities	0	1	2	3	4	5
Possesses required competencies						
Committed to organizational goals						
Dedicated to organization						
Possesses growth potential						
Has personal motivation						
Is able to analyze						
Is able to interpret data						
Is able to generalize						
Can draw conclusions						
Is able to project from data						
Is able to plan systematic approach						
Can listen						
Can observe						
Can participate						
Can categorize						
Can summarize						
Can relate and persuade						
Can project a positive approach						
Can provide goal direction						
Possesses insight						
Can elicit involvement						
Can organize time						
Is dependable						
Is flexible						
Adapts to situational demands						
Treats criticism objectively						
Is consistent and systematic						
Accepts responsibility						
Demonstrates competence through past performance						
Can make decisions						
Is enthusiastic						
Exhibits positive approach						
Displays good personal appearance						
Can persuade						
Gains peer group acceptance						
Possesses sense of humor						
Demonstrates interest in organization						
Has self confidence						
Demonstrates initiative						
Is willing to accept responsibility						
Is friendly						
Is creative						
Can maintain emotional stability						

FIGURE 1

STEPS TOWARD ACHIEVING LEADERSHIP
(Example of a Tool)
Adapted from Wishart, Techniques of Leadership

		Do	Seldom	Never
1.	Stimulate people to want to do things			
2.	Study subordinates - How they tick			
3.	Practice good listening			
4.	Use constructive criticism			
5.	Criticize privately			
6.	Praise publicly			
7.	Show consideration for others			
8.	Delegate responsibility to others			
9.	Give credit where it is due			
10.	Avoid domineering attitude			
11.	Be interested in and appreciative of others			
12.	Direct by suggestion rather than by orders			
13.	Do you explain your requests			
14.	Share plans early with subordinates			
15.	Practice standards set for others			
16.	Accent the positive			
17.	Be consistent			
18.	Have confidence in people			
19.	Concerned with subordinates			
20.	Admit your mistakes			
21.	Explain why when others ideas are refused			
22.	Aware that people carry out their own ideas			
23.	Evaluate what you say before saying it			
24.	Accept moderate "complaining" (griping)			
25.	Able to tell others their importance			
26.	Able to offer subordinates goals			
27.	Efficiently communicate ideas to others			

FIGURE 2

The paths of leadership in organizations have not always been clearly defined. Leadership roles have been obtained because of friendships, special technical skills, previous accomplishments, verbal abilities, initiative, perseverance and other means. These methods of leadership selection, though sometimes warranted, leave something to be desired when planning for leadership development. Clearly defined and operational paths must exist for maximum leadership potential to emerge.

1. Organizational structure

The "Paths of Leadership" flow diagrams (Figures 3 and 4) illustrate and define the proposed paths of leadership in AECT and the media profession.

Perhaps a key to the success or failure of such a design is the term "rotating," as identified at all levels of leadership. The accomplishment of this factor, plus a strong grass-roots organization, should provide a more opened path for emerging leaders.

Guiding Principles in Structuring Paths of Leadership

a. Progression through the entire chain or program in order to be classified as a "successful" leader is not necessary. Success may be achieved at any level.

b. Flexibility should exist in order to provide for the varied and unusual situations which will arise in any structure.

c. The "successful" leader, from any level, may move in any direction - perhaps in a supportive, rather than a leadership role.

d. The term "rotating", as it appears at the national level and the other levels, does not denote a repetitive rotation among a few persons. Rather, it means that experienced leaders move out, by rotation, to further stimulate and make room for emerging leaders.

e. Emerging leaders can achieve national leadership offices through the Divisions and National Affiliates path. Leaders of Divisions or National Affiliates, though by-passing the local, state and regional levels, may reach national leadership positions.

(Committee 6 report continued)

SUGGESTED PATHS TO AECT LEADERSHIP

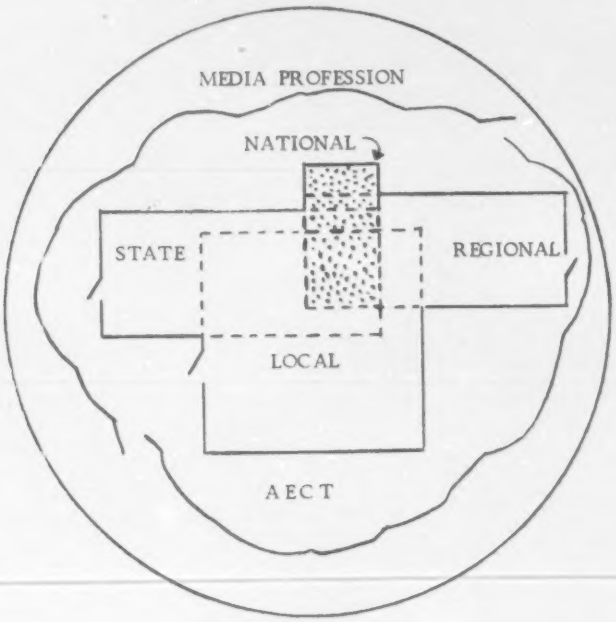

FIGURE 3

SUGGESTED PATHS TO AECT LEADERSHIP

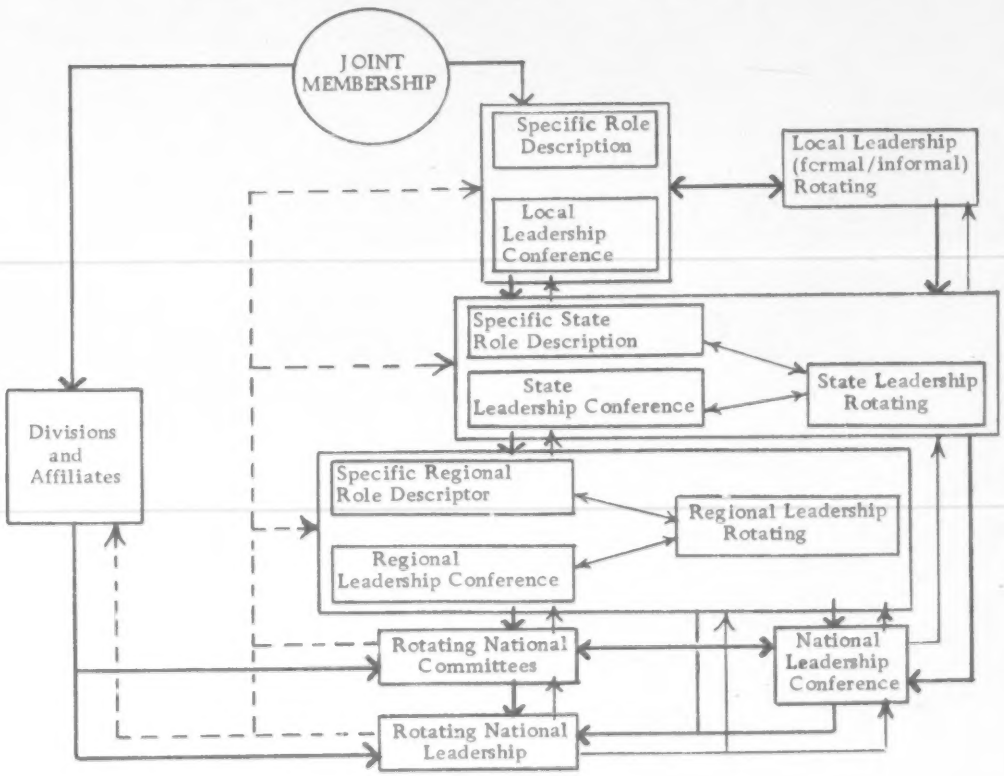

FIGURE 4

f. After serving at the "top", leaders should be dedicated to assisting emerging leaders. Also, the other levels within the organization should provide avenues which take maximum advantage of the "returning" leaders' special interests, talents and skills.

2. Appointment by Association

"Who you know", not necessarily, "what you know", has in many instances been the stepping-stone by which individuals have received their initial or advanced recognition. However, though frequently abused, this method of recognition can serve as a wedge for the emerging leader.

3. Institutional Recognition

Recognition by one's supervisor or employer at the institutional level is a vital factor or step along the "pathway of leadership." Without this recognition, which might include release time, travel pay, secretarial or other clerical assistance, etc., many potential leaders would find themselves facing a brick wall with no open door.

4. Extra-curricular leadership activities.

IV. NURTURING POTENTIAL/EMERGING LEADERSHIP

In the present context, to nurture means to foster, encourage and provide opportunities for continuing leadership development at the various levels in the organizational structure. If our organization is to bring forth and encourage dynamic leadership, a visible and systematic program of leadership development must be functioning. Such a program should emphasize the recognition and nurturing of potential leadership from outside AECT which can become a great asset to the organization.

The following are factors to be considered in establishing such a program:

A. Finance

Potential leaders should receive financial support to enable them to pursue and fulfill their leadership roles. Financial support should be encouraged at all levels.

B. Released time

It is essential that potential leaders be provided with adequate released time from their normal responsibilities.

C. Personal expression

Potential leaders need the opportunity to be heard and to know that their views are considered. Such communication fosters the development of positive self-images as well as a feeling of being an integral part of group functioning.

D. Inducement and example by mentor

The mere fact that the behaviors of ones' own supervisor or leader reflect quality and professionalism serves as a significant nurturing factor.

E. Exposure

Potential leadership often experiences growth by planning projects where each individual demonstrates his qualities thereby increasing his visability.

F. Recognition

Special attention should always be given to meritorious service.

G. Training

A strong training program should be initiated to provide the necessary management skills that will enhance leadership development.

V. REWARDING POTENTIAL/EMERGING LEADERSHIP

It is an established axiom that those who labor must be rewarded. To encourage the development of potential leaders, the profession must establish a system to acknowledge contributions to the discipline and provide additonal opportunities for growth.

Committee assignments and other professional responsibilities must be available as a reward and to test the mettle of the emerging leader.

These assignments provide opportunities in the profession and recognition in the educational system to encourage support through released time and funding.

The present national committee structure does not encourage a maximum number of emerging leaders to achieve these positions. For

some time, a small contingent has been given all of these assignments. Room must be made at the top by limiting the number of national committee assignments given one individual and encouraging turnover in the composition of committees.

Some suggested rewards to encourage emerging leaders are:

A. Assignment of appropriate responsibilities.

B. Assistance in procurement of favorable employment.

C. Recognition by and association with others in the field.

D. Invitations to participate in special meetings that compliment his status.

E. Recommendations for consultant work for extra renumeration.

F. Special recognition awards.

G. Recognition through various news media.

VI. CONCLUSIONS AND RECOMMENDATIONS

In defining a process for recognizing, nurturing and rewarding leadership we have made the following observations, which in turn imply recommendations for AECT:

A. Establish a process for recognizing emerging leadership at the local and/or state levels. This process should be available to affiliates on a recommended, yet optional, basis.

B. Be continually concerned that the following factors for nurturing emerging leadership are present and available at all organizational levels: finance, time, encouragement, two-way communication, visibility, and reward.

C. Training opportunities (leadership conferences) be continued to foster and nurture this emerging leadership.

D. Plan a program of reward and recognition to make the seeking of leadership attractive and worthwhile to emerging leaders. Some dimensions of such a program should be:

- expressions of appreciation to individuals
- expressions of appreciation to employing agencies
- advancing assignments, e.g., to committees, commissions, task forces, and as conference evaluator or writers of position papers
- professional status enhancements (awards, special meetings, etc.)
- recommendations for consulting assignments
- publicity (press, radio, TV, professional journals, etc.)

E. Encourage emerging leaders to aspire to national participation and leadership through a publicized program of rotating members into all levels of AECT.

F. Plan a program of regular review to insure that the paths of leadership are open and will remain so.

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These are the concerns submitted by the delegates to the 1972 Okoboji Conference. They were distributed at the opening of the conference and will be used by the Planning Committee prior to the conference to help formulate the discussion subjects.

LEADERSHIP DEVELOPMENT FOR THE MEDIA PROFESSION

1. DAVID R. BENDER (Ohio)

   I. Who has the responsibility for providing leadership development opportunities for the media professional?

   II. Where will leadership development training sessions take place?

   III. What are the implications of leadership development for both pre-service and in-service training?

   IV. What type of development opportunities will be provided?

   V. How often will developmental programs be provided or will the programs be on-going courses?

   VI. What criteria, if any, will be used for identifying leadership qualities and/or characteristics? When and where will this selection process be done?

   VII. What are the implications of leadership development for differentiated staffing patterns?

   VIII. Should all media professionals be exposed to leadership development programs?

   IX. In keeping with last year's theme, what effect will this type of development have upon the accountability concept for the media profession?

   X. What role can State Departments of Education play in leadership development for media personnel?

   XI. What effect will leadership development in the media profession have upon improved learning opportunities for boys and girls?

2. JACK BLAKE (California)

   Leadership demonstrated by media professionals manifests itself in several areas of professional and personal endeavor. For our purposes, the two areas of greatest significance to this theme, I believe, are to be found in the leadership demonstrated by members in their paid career occupational-professional roles on one hand and in their voluntary professional organization participant roles on the other.

   Understanding these two areas of leadership is important for while they may possess similar characteristics and require similar leadership qualities, they arise from different systems of needs and motivations. Furthermore, leadership in the occupational-professional arena nearly always implies the exercise of related administrative responsibilities. In the professional organization this implication is equally important although not as often true.

   Both leadership and administration, therefore, must be exercised by the leader, and this is where conflict arises.

   One of the major concerns, then, is how the built-in, self-conflicting nature of leader-administrator behaviors can be recognized and dealt with in leadership development.

   James M. Lipham brings this concern into sharp focus since he defines leadership and administration in dualistic and opposing roles.

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Leadership is defined as:

> "... the initiation of a new structure or procedure for accomplishing... or for changing an organization's goals and objectives... the leader is concerned with initiating changes in established structures, procedures or goals; he is disruptive of the existing state of affairs."

Administration is defined by Lipham as:

> "... the utilization of existing structures or procedures to achieve an organizational goal or objective .. the administrator is concerned primarily with maintaining, rather than changing, established structures, procedures or goals. Thus, the administrator may be viewed as a stabilizing force."

To further illustrate the dual nature of leadership, add this definition by Anthony Saville:

> "Leadership may be defined as a process of structuring, organizing and guiding a situation so that all members of a group can achieve common goals with a maximum economy and minimum of time and effort. The smoothness of the administrative process depends upon those concepts meshing to permit a workable, functioning pattern of operation."

One discovers in these definitions that leadership is not to be considered apart from administration; that the activity of leadership encompasses activities of administration, and that administration does not occur without leadership.

In a rapidly changing society, the need for leadership which meets the demands of change is apparent. Leadership which operates only to maintain the status quo of institutions and organizations fails in the test of leadership under consideration. Nevertheless, where there is leadership, there is also administration. Therefore, these concerns:

1. What are the processes that cause interpersonal conflicts or conflicts between different divisions or levels in an organizational hierarchy?
2. What are the determinants, social-structural or otherwise, of such interpersonal and interorganizational processes?
3. What are some of the mechanisms that can be brought to bear to resolve the consequences of interpersonal or interlevel conflicts?

In short:

4. What are the skills, attitudes and concepts that a leader must utilize if he is to become a successful change-agent for goal improvement and attainment in his organization?

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3. PAUL BRANUM (South Dakota)

The word leadership carries with it the connotation of followership; for without followers there cannot be leaders. Without leadership a group becomes a mob.

When do leaders emerge? Usually, a good leader was once a good follower. A follower recognizes a need in others around him and attempts to fulfill this need and in so doing becomes a leader. This is an accidental leader. In the past most of the leaders in the media field have come as accidental leaders, but we can no longer afford the luxury of accidental evolution of leadership. To function in the role of a good follower or leader, one must have the courage to assume the accountability of the group. An organization which permits the promiscuous abdication of responsibility cannot exist. Only those organizations which hold themselves accountable for their actions will gain the prestige with which to attract more followers.

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My concerns lie in the identification and the encouragement of potential leaders entering the field. These concerns can be broken down into three primary catagories:

1. Identification of the signs of leadership.
2. Encouragement of those people exhibiting those signs.
3. Identification of the time for one to stop leading and to assume the role of follower.

4. HERBERT BRASELMAN (Pennsylvania)

The paradox of a world changed mightily by technology, especially communications technology, and an institution-education-changed little, if at all, by communications technology is the basic problem. Leaders must be nurtured or developed who understand and can solve the paradox.

Such leadership has not been in evidence except in the most restricted sense in isolated pockets of change. The broad based support of society needed to bring about institutional change requires broad based leadership with an understanding of not only technology but of the educational institution and how and why it functions as it does.

Great statements of philosophy have been made by practitioners in the field of ECT but they are not reflected in the greatest statements of philosophy - the budgets of our schools and colleges. Instructional Technology is still primarily in the lip-service stage of development with just enough application to keep it on the outer fringe of educational change.

If there is one overriding need today it is for real leadership to translate the broad long-range goals of Educational Communications Technology in terms which permit its implementation on an effective scale.

5. JERRY BRONG (Washington)

I. A learning society--what's the future for the schools?

A. As education continues to function as a formal agency there are alternatives to that agency developing as other means for formal learning.

1. What is the prognosis for the "school" as the educational agency?
2. How can the alternative educational institutions, whether they be formal or not, be employed to improve the total learning environment of society?
3. Is control of these alternative educational agencies desirable? If so, how can it be accomplished?

B. Education is changing. Learning is receiving emphasis while teaching becomes secondary.

1. What is the role of the professional association, local and national, in affecting and directing change?
2. How can the professional assume an active part in designing for change?

II. Definition of what constitutes the media profession is essential.

A. How can the definition be developed? Accepted by those affected?

B. How important is agreement on the definition?

C. How can state affiliates build its "professional" group based on the new definition?

III. What is the new role of associations, national and state, in PROFESSIONAL development as opposed to WELFARE development?

A. How can state affiliates provide learning experiences to enhance the professional competencies of its members? Of non-members?

B. How important is certification of media professionals?

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1. Should certification move beyond the schools?

2. Is there a continuing legal base for non-competencies based on certification?

3. If certification is important how about accreditation of the institutions training the media specialists?

   a. Who shall accreditate in the media field?

   b. If accreditation relates to certification and certification is on a competencies base how can accreditation be effective?

C. How can and should professional associations assume an active role in the establishment of national and state (possibly local) legislative priorities?

IV. The media profession, learning resource profession, instructional design profession, is an amorphous set of operational definitions. Many "professional" groups claim the profession.

A. What is the future of inter-association relations? (i.e., AECT-ALA, AECT-ASIS, AECT-research groups, etc.)

B. How can inter-association activities be used by the profession to cause an improvement of the competencies of the members of the profession?

C. How can associations change to adopt new society objectives? Do the associations reflect the needs and desires of society? The professions?

D. How can the AECT (and state affiliates) be strengthened to have greater influence on the professions and the educational activities in our country?

6. DERWYN DAVIES (Canada)

Implicit in the guideline papers and the questionnaire is the view that leadership, like behaviour, exists in some amount and can be measured. It is pertinent to ask how it is that a society which ostensibly stands for equality and the individual, nevertheless promotes concepts which are strikingly close to elitism. Where are the fundamental questions about the dynamics of groups and organizations? Do imaginative and vital happenings occur in schools as a direct result of the skills, knowledge and attitudes of the "leader"? In every case? An example which springs to mind is A. S. Neill - surely a leader in the field of education. But has he shown leadership?

Perhaps to cite such an individualist as Neill is inappropriate in considering an organization and the necessity to be effective in and through that organization. I cannot help feeling, though, that everyone is, with great determination, turning their backs on the mavericks and looking instead to our modern cult: the awesome corporate enterprises, wielding tremendous power and influence while actually managing to function. I think we should recognize the germs of truth embodied in Parkinson's Laws and the Peter Principles before we adopt too much of the image of the high-powered corporate executive as a leadership figure. Lessinger claims that were education subject to the same stringent facts of business life as corporations, we would be bankrupt because we have a 25% failure rate. I suspect that the proportion of, say, GM car buyers who are perfectly happy with the product is about the same as that of parents completely satisfied with the educational system.

But is business an adequate or even a proper model? Are the qualities which enable the rising executive to become President of the corporation appropriate to the educational scene? What, in fact, are the qualities, and do they include a nose for power and self aggrandisement, ruthlessness and political acumen?

The administrative structure in our schools and school systems is based on the assumption that this is the way to provide for effective educational leadership. I think it is fair to say that, at least for a large proportion of schools, the leadership somehow does not materialize, or does not result in exemplary schools. Will discussion on the qualities of leadership take an honest look at the frustrations and criticisms which exist?

I am not sure whether an emphasis on leadership as a necessary component in a dynamic of change may not be counter-productive. Someone has pointed out that leadership implies "followership" - the former are few and the latter are many. Can education be carried out under a management approach which implies a second class status for the many? What effect does this have on our students? On the one hand

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we urge critical thinking, personal responsibility, democratic values; but we set up a structure which proclaims something quite different.

Or is true leadership, like art, self-effacing?

7. ROBERT A. FISCHER, JR. (Connecticut)

Obviously there are techniques of leadership, management and organization that should be the concerns of a conference such as this. However, aren't there philosophical considerations which give direction to the techniques? Without knowing or considering what we stand for, techniques by and of themselves can lead in any direction. It seems to me most important that we should address ourselves to the topic of the direction our leadership should be leading.

Too many of our alleged leaders, in the writer's opinion, have been ready, willing and able to aid and abet any fad, cliche or trend, to the possible long-range detriment of learners and learning.

As Bob de Kieffer said in his DAVI President's address to the Third Lake Okoboji AV Leadership Conference, "...How can we train leaders, or even recruit them, without sound purposes and objectives which will give direction to their thinking and development? I commend, therefore, that considerable serious thought and attention be devoted at this...Lake Okoboji Conference to the formulation of basic philosophy, policies, and objectives which will give strength and meaning, not only to the field, but can be readily understood by the masses of people and groups whom we profess to be serving."

8. HAROLD E. HILL (Colorado)

I. Differences, if any, between leadership "requirements" in media field as opposed to others.

   A. Has it been established that there are such differences?

   B. If so, what are they?

   C. What specifics in leadership training methodology are needed to fill these different and distinct needs?

   D. How might these methods best be applied?

II. Leadership characteristics.

   A. Can these be adequately defined?

   B. Are they largely genetic, or can they be readily acquired?

   C. How do we recognize these characteristics among the young people in the field?

III. Leadership development--how and where?

   A. At the national level.

      1. Okoboji or similar experiences?

      2. Involvement in positions of responsibility in ABCT?

   B. At the regional level.

      1. Should regional meetings try to imitate Okoboji, or should special goals and techniques be established for these meetings?

      2. What is the best type of organization and structure (and geographic basis) for regional meetings?

   C. At the state level.

      1. How should young leaders-to-be be selected?

      2. What is the best method of involvement in state activities?

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3. Will normal functioning in a position of responsibility, under guidance of those who have "been there" suffice to prepare these people for larger roles at regional and national level, or should special workshops, seminars, or other techniques be established to foster and develop leadership at the grassroots level?

D. Is there any way to assure that at least some of the people who start up the ladder hinted at above will actually continue upward, or is this currently based on happenstance? Is it more accidental than planned that national leadership gets where it is? How do we at least partially insure that gradual leadership development, through various stages, will "pay off," so that we do not miss those who have been so trained and pick in their stead some who "know the right people," "are in the right place at the right time," etc.

9. HARLAN J. JENSEN (Minnesota)

I. How can good leadership potential be identified and then developed into effective leadership roles that are needed at all levels of media?

II. How can educational leaders be prepared intellectually, politically and institutionally to take advantage of and also improve upon the many opportunities in education?

III. What role should educational leadership take in developing the cooperation and coordination for those who are responsible for the development of "hardware" and "software" instructional materials?

IV. In a society where the rate of knowledge is increasing at a tremendous pace and where change per se appears to be a positive value, is educational leadership being developed that can adapt to the ever increasing demands placed upon it by that society.

V. In an era where the machine and the computer comprise much of the labor force, will present methods of leadership be capable of guiding our society in the future?

VI. In any organization, whether it be corporate or educational, a crucial need is for people to cooperate with one another. How can leadership be developed to create an internal atmosphere in which initiative flourishes?

VII. A problem faced by education leaders is the resistance by teachers to accept technology into the educational process on the premise that it will dehumanize a very human process. How can this resistance be broken down?

VIII. A very pressing problem in education is school plant design; that is, deciding what function the building plays in relation to how people are taught. A leadership function will be the awareness of the relationship between school design, curriculum and instructional methods.

10. JAMES R. LAWSON (California)

From all indications the United States and the world are undergoing a social revolution. Thought and action have turned toward human interests, values, and dignity evidenced by the prevalent concern for the social problems of mankind. This is happening in an era of great technological achievement.

The social revolution has given birth to a new "spirit of criticism of values"[1] which transcends all sectors of society and all political, social, economic, and cultural boundaries. Whether in the form of public accusation or self-criticism this new spirit is "made possible by a freedom of information such as no civilization has ever tolerated before."[2] Man's technology has brought to him this accessibility of information as well as "a conviction that man has become the tool of his tools, and that he must once more become an end and a value in himself."[3]

The exponential rate of change in man's technological capabilities appear to be beyond man's comprehension, and to him, appear to be incompatible with his thoughts and actions for human interests, values, and dignity. Thus, two forces, man's dignity and man's technology struggle for dominance in an environment polluted by information and rapid change.

In reaction to societal revolution and the evolution of technology all sectors of society, public and private find themselves in a state of metamorphosis, seeking new goals, new organizational patterns, new relationships, and new leadership. The majority of the public believe that the private sector of business and industry have a moral obligation to help other major institutions to achieve social progress.

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Consonant with the revolutionary social change taking place, business and industry in the U. S. appear to be entering a new era which is bringing about changes in its internal and external character. The public's expectations of business and industry is broadening and the newly emerging and still amorphous responsibilities that business and industry should assume, to become broadly involved in actively improving the social environment, have yet been given the attention of educational leadership.[4]

Educators have historically and traditionally assumed a low profile in the leadership of our society; assuming a reactive rather than a proactive position. At a time when society is moving through a communications revolution, a time when man's technology has brought to him a freedom and accessibility of information such as no civilization has ever tolerated before and at a time when the government and private sectors of society are redefining their goals, new organizational patterns, and new relationships, educational leadership is essential. Needed are forceful, dynamic leaders who can demonstrate success in reforming large institutions and interact equally with leaders in other sectors of society, both public and private. This leadership must reflect a proactive stance in contrast to its past reactive stance. More importantly, that leadership, could and perhaps should come from the emerging educational technologist movement in education. It is my concern that strong leadership be developed within the field to interface with the leaders of government and business and industry.

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[2]Ibid.

[3]Ibid.

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11. JOHN B. LOUGHNANE (Massachusetts)

I. Why are we developing leadership?

A. National?

B. State?

C. Local?

II. Does leadership development differ at each level?

III. What makes a good leader?

A. Skills

B. Knowledge

C. Aptitude

IV. Is a need for leadership development present or will leaders evolve naturally?

V. Is leadership development of the media professional hindered by public school and university media professionals being members of the same local organization?

VI. Should AECT develop leaders?

VII. What opportunity is available for a state leader to become a national leader?

VIII. Do we destroy good prospective media professionals through our democratic leadership development?

IX. Is today's leader equipped to handle tomorrow's problems?

12. WESLEY J. McJULIEN (Vermont)

The term "leadership" has wide currency in discussions among professionals in the field, and yet a variety of practices attests to the fact that there is wide divergence among present leaders claiming to offer this commodity. Each person discussing this elusive entity usually does so in terms of their own special segment with which he is immediately identified. As a result there exist many interpretations of the word "leadership", yet none have inspired consensus.

While the state of affairs is assuredly confusing enough, the frequent failure to indicate clearly, if at all, what is expected of the professional in the field, in terms of leadership, tends to confound our thinking and discussions even more.

Accepting the notion that "leadership development" is acute and pressing, then the most important yet most difficult concerns to define in the "leadership development" equation becomes:

1. What if any are the historical approaches to leadership study and/or development?
2. What should the traits of a leader in the profession be?
3. If certain traits exist among leaders how can these traits be developed in any one person selected or desiring to become a leader in our field?
4. Can leadership or management techniques be dependent upon a set of guidelines or rules?
5. What are some techniques of leadership and/or management development?
6. Is it possible to organize a course of study that would develop leadership capabilities in individuals?
7. If a course of study could be developed what evaluative measures could be used to indicate those who have leadership abilities and those who do not?
8. Are leaders born, or made, or chosen?
9. What is the definition of "leadership" as it relates to our field?
10. What are the elements that affect leadership?
11. What leadership and management concepts developed in business and government suggest methods or approaches applicable to our field for the training of a leader?

The purpose here was to attempt to list those concerns about "leadership" which we - and this word is used collectively - must come to conceptualize and be able to answer if we are to continue preparing professionals in our field.

13. ROSITA MENA (Puerto Rico)

Prejudices in relation with leadership development in the Media profession:

I. Evaluation methods and improvement opportunities. (leaders increment)

A. Media profession improvement courses had been offered. What kind of training is being offered?

B. What has been taken in consideration in the selection and training of candidates?

C. How have media professionals been evaluated? Does it provide for the leadership improvement?

D. Who is in charge of evaluation when the media professional is working in two schools, each school having more than one principal?

E. How can a self-evaluation be held so as to continue my leadership improvement?

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II. Fears:

A. Can we as media professionals, help in the leadership improvement when we do not agree with factors affecting such as job stability, program acceptance, number of schools, and personnel to work with, and job facility? Can we help?

B. Does the number of media candidates without a media certification affect the number of candidates and the improvement of media leadership to cover vacancies?

C. I may be well prepared to help in the media profession leadership improvement after attending Okoboji conference? I really wish it.

14 PATRICIA MONTGOMERY (Canada)

I read the Lawson papers, the questions in the questionnaire, reflected on them over a period of time and there is no question that leadership and leadership development are important to analyze in terms of our profession and its contribution to society. Hence this is a viable problem for us to deal with at Okoboji. However, it seems to me to be essential at the same time for our Okoboji group to analyze as precisely such concepts as organization, association, administration, executive, management for it is within these related concepts that leadership emerges and functions. Without this conceptual framework our leadership analysis would lie in splendid isolation.

Throughout the recent literature on leadership there is an emphasis on the group endeavors to facilitate the solution of group problems and that the leaders and group behaviors are woven together in that task which is influenced by the goals and conditions under which the group operates. Consequently, it is important that we examine the fundamental nature of groups, associations, organizations, etc. as well as within the educational context and how they relate to society. If leadership emerges in the group to make a contribution to the whole, so the group,organization, etc. within the educational realm should provide similar leadership and relate to society as a whole.

Academics and other professionals have devoted their careers to the analysis of these related concepts. Indeed, for example, administration has emerged as a focal area of study and the other concepts have been developed as major components of many academic areas. An examination of the works of leaders in these areas shows their concern about worth of individuals, the need for various kinds of leadership - but in terms of the kind of groups, their goals and their contribution to society. It would be useful to have the benefit of such expertise on these overarching concepts which so shape the kind of leadership that is needed. Our analysis of leadership and leadership development will be meaningful only within this larger context.

Our field must be one of the most complex because it is so interdisciplinary in nature and reaches into major conceptual areas of other fields of study. This is its great strength and at the same time its greatest source of potential weakness. This poses a problem for the profession and the professional association because many of its members, while recognizing the worth of professional concerns and goals, feel helpless, unprepared and uncertain of the role they are to play as individuals. In few professions are there so many roles to choose from and, incredibly, many members are helpless because they attempt too many roles - or one they haven't been prepared for. Their uncertainty reflects the problems in the profession in terms not so much of its needs and concerns but in terms of an organization that has not developed viable relationships with other professional organizations. If this had been done earlier, a member of professional groups might have reorganized with us and we would be working as numbers of an interdisciplinary team and realigned in different professional groupings.

I feel that our progression and our association may go the way of the dinosaur unless concerned individuals and groups such as Okoboji systematically deal with the crucial topics on an ongoing basis. What is the structure of knowledge in this complex field? Which professionals should be involved with us? How do we organize to achieve defined goals? Our study teams must draw upon and link to the expertise in related fields. We and they must study and apply the knowledge gained about organizations, management, administration, leadership, etc. If our profession and the professional association are to be saved, expert interdisciplinary teams will have to be set up to examine not only the professional area itself, but how it relates and should be linked to other areas and what new organizations need to be designed and administered to achieve designated results. These study teams should be funded until they have completed their analysis and made their report.

Our profession and its association is in a battle for survival. If such battles could be won by individual interest and zeal and the worth of the cause, then we would win this battle. But the times are such that as in military battles, we must organize to survive. It demands expert leadership systematic on-going analysis and development, inputs from and regrouping with related professionals and their associations.

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This kind of approach raises the question as to whether we are willing to pay the price in terms of people, time and money in order to organize to survive. We are beginning at Okoboji this summer and if we analyze leadership within the larger context of organizations, administration, etc., we are off to a flying start.

15. ROBERT R. PEASHALL (Arizona)

"Lead" ership is what? Should one assume it means just what the introductory four letter word implies? To many this is the only definition for the term. In doing my "homework" for this conference, I became fascinated by the diversity of definitions presented for the terms leader and leadership. I have thus chosen to vary my concerns by presenting a number of these, along with the reference, so that perhaps conference participants can choose for themselves their initial feelings for the terms.

A. Leadership is an interpersonal relation in which power and influence are unevenly distributed so that one person is able to direct and control the actions and behavior of others to a greater extent than they direct and control his.[1]

B. A leader is one who is fitted by force of ideas, character, genius, strength of will, or by administrative ability to arouse, incite and direct others toward achievement.[2]

C. A leader is one who can get people to follow him.[3]

D. A person who by force of example, talents, or qualities of leadership, plays a directing role, wields commanding influences or has a following in any sphere of activity or thought.[4]

E. Leadership is a process of mutual stimulation, which by successful interplay of revelant individual differences, controls human energy in pursuit of a common cause.[5]

F. An individual is a leader in any situation in which his ideas and actions influence the thoughts and behavior of others.[6]

G. The leader must be thought of as a guide in group experiencing, not as a dictator of the thoughts and acts of individuals.[7]

H. Leadership is the activity of influencing people to cooperate toward some goal which they come to find desirable.[8]

I. Leadership is specific to the particular situation. Who becomes the leader of a particular group engaging in a particular activity and what the leadership characteristics are in the given case are a function of the specific situation.[9]

J. Leadership is the fulcrum on which the demands of the individual and the demands of the organization are balanced.[10]

K. Leadership is an indeterminate something-or-other that apparently exists in a variety of indefinite forms and derives from a multitude of mysterious sources.[11]

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16. WILLIAM J. PRICE (Minnesota)

I believe the most important concern, as related to our professional organization, AECT, is the identification of leaders following the organizations providing opportunity starting at the grass roots level for individuals to participate. Without a participation program at all levels that is designed to provide growth experiences, there will be no ever filling reservoir of talent to draw from to move into the various leadership levels.

17. WILLIAM J. QUINLY (Florida)

I. Most members of AECT share a mutual desire to see the organization grow in prestige and stature, since they share the benefits both economic and professional. Unfortunately, the majority prefer to leave the leadership roles to others, and the result is that the committee structure of AECT is populated by a very limited number of members.

It is imperative that a means be developed to identify and encourage those with leadership potential to take a more active role in the Association.

II. AECT has made no attempt to shape the curriculum of those institutions currently training our future leaders, nor do we accredit or identify the better programs. There is considerable evidence that there are graduates from media programs without proper credentials.

Since no success has been achieved through regional accrediting organizations, AECT should establish and enforce its own minimum standards for professionals and programs.

III. Leadership tends to emerge from a knowledgeable and concerned membership. There are many who have drifted, or been drafted, into the field who have only the most rudimentary knowledge of media, and cannot therefore be expected to assume leadership roles in their institution or the profession. There are also veterans in the field who could profit from an update on media technology.

AECT should encourage or sponsor workshops and programmed presentations which can be widely distributed to assist in educating our membership. The audio tape series by Dr. Philip Lewis of Research Technology Incorporated is the type of effort required.

IV. The ingredients of leadership are not well defined, but AECT can provide experience, incentives and knowledge to those individuals with motivation, personality, status, tenure, physique, charisma and the other features required to be a leader.

18. DONALD D. ROGERS (Texas)

Successful leadership requires the ability to:

1. Formulate achievable and desirable objectives.
2. Design a program to achieve the objectives.
3. Secure support for the objectives and programs.
4. Implement the program.
5. Manage the program until the objectives have been achieved or the project is abandoned.

While the above analysis is an oversimplification, it does provide a basis for the examination of leadership behavior.

(continued)

The unsuccessful leader generally exhibits some or all of the following behaviors:

1. Formulation of objectives which are desirable only to the leader.
2. Failure to secure support for objectives and programs prior to implementation.
3. Failure to adequately manage programs.

Media professionals fail most frequently as a direct result of their inability to adequately administer appropriate programs which have been implemented with adequate support. These management failures frequently can be attributed to:

1. Improper allocation of available resources.
2. Inadequate evaluation of progress toward objectives.
3. Inability to isolate and deal with problems which impede progress toward the objectives.

Nothing succeeds like success. Nothing fails like failure. Too often the media professionals' miserable management leads them down the road of failure and away from positions of leadership.

19. WILLIAM SCHELL (California)

My current prime concern related to leadership and media may at first seem frivolous. I'm entirely serious about it, however.

How can we as "media people," leaders, if you will, get other leaders to follow us? By this I mean, most of us AV types are not top echelon leaders in the places we work. Usually we're second level leaders. We must often move other leaders to effect the changes we desire. Yet it is my observation that many of these "leaders" consider themselves entirely knowledgeable about our media specialty and feel most comfortable charging ahead without us, seeking us out only as problems arise.

So, what can we do to establish ours as a truly professional task worthy of consideration during instead of after instructional decisions are made?

20. GUY V. SCHILLING (Louisiana)

How can the goals of the organization be pursued so that individual members get greater motivation to internalize those as their own professional goals? Leadership development should be geared to promote ways in which a "grass roots" membership is actively committed to group goals which reflect the reality of our time.

Are there alternative organizational patterns which AECT might initiate that would better serve and perpetuate leadership development at local levels? For example, would not the expansion of local "mico-units," or chapters, of AECT provide additional status positions and responsibilities for greater local involvement? Thus, avenues for more personal involvement on local issues as well as those at higher levels would be opened.

Should leadership development for media professionals become more involved in political activities? If so, what should be the underlying philosophy to guide these actions, and what methods might be most productive, yet congruous, with the guiding philosophy of the media profession?

Can we identify and define leadership behaviors that are somewhat unique or most highly desirable at specific levels of operations or functions in the media field?

Leadership development for media professionals should deal specifically with how we can best fufill our responsibilities of interpreting the media programs and goals to teachers, librarians, administrators, etc.

Discuss the different "types" of leaders and the behaviors, organizational structures, and social norms which characterize each type. Perhaps we can gain insight into factors contributing to the success of each type of leader which can be applied in the leadership roles of media professionals.

(continued)

Isn't it true that leadership most often results from such factors as expert preparation for a task, certain psychological traits or attitudes, excessive drive or motivation, intellectual capacity, group goals and expectations, or some combination of these factors in a given time/space dimension? Or, is there some hierarchy of universal qualities of leadership needed by the media professional? If so, can these qualities or behaviors be expressed specifically? Or, should we think more in terms of leadership development as a process? Is the development of leadership dependent on nature? nurture? Some combination of both?

Concern should be given to an examination of factors in the organizational structure and leadership role responsibilities in an effort to identify areas of conflict or causes of frustration which tend to retard progress of group functions. Also, what identifiable system of built-in rewards does the organization hold for the price of leadership? Do those who lead find satisfaction or do they withdraw in frustration? Are the role expectations congruent with the individuals expectations?

21. CAROLYN SKIDMORE (West Virginia)

My concerns for AECT are:

I. The creation and implementation of an effective working communication model for the development of leadership to be used by AECT.

II. The development of leadership opportunities to function effectively within the organization.

III. The creation of an organizational pattern that reflects equal representation of all types of membership in positions of leadership, (examples of groups within membership, type of employment, sex, age, minority groups), and

IV. The development of leadership in media for creating and/or influencing a multi-ethnic society.

Concerns for the media professional:

Those of us who are professionals in the media field realize the importance of the development of leadership ability for the media professional and the responsibility of not only growing ourselves, but also, assisting in the growth of others. It is important for those attempting to attain a leadership role achieve the ability to guide, conduct, direct and influence other professionals in the broad area of education. This type of growth or leadership development should result in a positive, concrete influence on every subject area of the curriculum--on the professional staff--on the media professional and on the student.

My concern is how to give assistance to a person so that when he or she is placed in a leadership role in the media field, he or she (not in order of priority)--

1. is knowledgeable in media
2. is accepted as a professional and not a keeper of equipment and materials
3. is a change agent
4. is capable of making decisions
5. is able to foster communication and cooperation between staff members
6. is able to give recognition and criticism when needed
7. is able to recognize and accept others' achievements
8. is able to delegate responsibilities
9. is able to achieve results, especially in group sessions
10. is able to be human and humble
11. is able to generate enthusiasm
12. is able to listen

(continued)

13. is ethical

14. is a responsive and responsible person

15. is a sensitive person

16. is imaginative and innovative

17. is positive in attitude and outlook

18. is able to stand behind his staff and his decisions.

Can a person be trained to be a leader with only that goal in mind? Are not leaders leading because others have decided they can follow those particular individuals. Someone that is a leader to me in a given situation may not be a leader to you in the same situation or to either of us in a different situation.

22. PHILIP D. SMITH (South Carolina)

I. Can we identify the problems that presently exist in AECT?

II. What goals can we establish for our organization to accomplish at the national level and through our affiliates and divisions?

III. For what purposes does AECT need to develop more leaders? at what levels? and why?

IV. What are the roles and responsibilities necessary to carry out our goals and solve our problems?

V. How can we identify potential leaders from among our membership or enlist in our organization for these different areas? What criteria can be used?

VI. How can those identified be motivated to work hard, to be excited, and to be actively involved in order to strengthen and propel AECT forward?

VII. What suggestions can we make for implementing a leadership development program at all levels within our organization and maximize the involvement of our members at the "grass roots"?

VIII. Can our efforts at this year's conference result in a manual on leadership development that could be used as a guide by our affiliates and divisions? Can we demonstrate how to get the job done?

IX. Will an active leadership development program be initiated by our national staff and officers as a result of this Okoboji Conference that will provide the catalyst and snapback our organization needs at this time?

23. THERON SWANK (Missouri)

I. Definition of leadership.

II. Defining the qualities and attributes of a leader.

A. Types of leaders and leadership needs.

B. Specification of leadership qualities and attributes.

C. Relationship of different types of leaders to specific types of leadership needs.

D. Basic techniques for leadership development.

III. Leadership roles of an instructional technologist

A. Identification of the publics served by the instructional technologist.

B. Distinguishing qualities of these publics as related to leadership qualities and techniques.

C. Criteria for assignment of priorities to the leadership needs of these publics.

(continued)

IV. Implementation of the leadership role of an instructional technologist.

A. Specification of the needs of a selected audience.

B. Analysis of the dynamics of the selected audience.

C. Development of a model of a systematic approach to the implementation of the leadership role.

D. Implementation.

V. Professional preparation of instructional technologists as leaders.

A. Role of higher education academic programs.

B. Role of AECT and state affiliates.

C. Role of national, regional, and local leadership conferences and workshops.

24. GORDON TUBBS (New York)

To develop leadership or to train a man to become a leader is a magnificent accomplishment. Some of the world's greatest teachers like Socrates and Plato have taken up this challenge and failed. In a legend about the training and management of men, a wise ruler counsels his son in these words:

. He who instills a sense of greatness in his people is tempering an instrument which will serve him in tomorrow's need.

. Impart less of the dry bones of knowledge than a mode of thought enabling man to grasp knowledge.

. You shall not fill men with hollow formulas, but with visions that open doors to creative action.

. Teach the man respect for himself and others, for irony is the habit of the dolt. And what can replace love?

. Teach the man to barter himself for something greater than himself, for otherwise he will be warped.

. Do not base your strength on men's falsehoods and corruptions even though they seem to benefit you, for he who betrays a fellow laborer will not be faithful to you. Fidelity alone breeds the strong man.

. Teach love of perfection, for every work a man sets his hand to may lead to progress.

. You shall show how wonderful it is for men to work together--each seconding each and all--for all must maintain the same boat in which they all sail.

. And this above all--do not change the man into an ant trained to the life of an ant hill. The one thing needful for a man is to be--and to live and die in the fullness of his being.

Thus goes the legend--any one of the points has the potential to fill a workshop with discussion about leadership in the educational media field.

I would like to add to them--no claim to wisdom--only some years of experience in business. Most business enterprises are vitally concerned with the leadership development of people--executive development, management development and others. If they seem simple and obvious, it is the simple and obvious that is most often ignored.

A. Development and training must be highly personal and individual. Every man is in certain respects like all other men--like some other men--like no other man.

B. The obligations and responsibilities for development rests with the individual.

(continued)

C. There is no ideal personality. Do not seek men with certain "personality traits," but men who indicate or demonstrate an ability to do the work you want done.

D. Management is only one aspect of leadership. In many respects it is a separate and distinct kind of work.

E. Emphasize a man's development in the present assignment, rather than on a promotional ladder.

F. Opportunity for development must be unrestricted.

G. Develop a man through his experience in his day-to-day work.

H. A prime instrument of development is decision making.

I. The incumbent manager influences the development of the people under him.

J. Moral and spiritual values are important in development.

These points and those of our legendary king touch only a few facets of an extremely complex problem. Concern for them, however, may help us as we take thought and action in our specific area of leadership for the educational media field.

25. J. M. VIRDEN (Maryland)

I. To what extent is the national organization actively involved in encouraging leadership roles for the younger professional?

II. To what extent are graduate schools requiring course work and independent study which will encourage innovative leadership rather than the safe following of common practices?

III. To what extent are worthwhile leadership practices being shared by members of the profession in similar job situations?

IV. To what extent have media professionals proven to the educational institutions that they have a significant leadership role to play in the teaching/learning process?

V. To what extent is the profession attracting the kind of young media professionals who can evolve into leadership roles?

VI. To what extent are the state affiliates of the national organization playing a leadership role in their respective state educational establishments?

VII. To what extent is the national organization actively involved in publicising the leadership activities of the individual members and the state affiliates?

VIII. To what extent is leadership ability a direct function of personality, regardless of educational background; how can the potential leader be recognized early in his career and be encouraged to develop his natural gifts?

26. DON WALKER (Virginia)

I. Do we have media leadership commensurate with the capabilities of our "wares" to aid the learner?

II. Do we have the stature or the image that attracts individual educators to us as their ally and co-worker within the scheme of learning?

III. Is our hierarchial position on the organizational chart of the State Department of Education or local educational unit commensurate with our ability to influence the learning climate?

IV. As an organization (AECT) are we conducting an effective promotional campaign aimed at making educational administrators aware of our capabilities at the heart of the learning process?

27. ROBERT WOHLFORD (Colorado)

In order to develop effective leadership at the state, district and local levels, certain avenues for utilizing available resources need to be explored and clarified.

1. What regional resources are available?
2. How can a structure be developed to utilize regional coordinators?
3. How can regional meetings be kept alive?
4. How can new and younger media people be identified, encouraged and utilized in the state structure?
5. What are the most essential needs for an in-service training program?
6. How can effective methods for developing small district workshops be identified?
7. How can continuity be maintained within the total organizational structure?

28. GUNNAR HANDAL (Norway)

I have read the introductory papers by Dr. Lawson with great interest. However, as they are both of a relatively general nature, I am looking forward to the work at the conference of adapting these general views to "leadership in the media profession." In advance I find this rather difficult as the term "media profession" is not at all well defined in Norway. The development of educational media has not come so far in my country that the professions connected to them have been formalized to any extent yet. Nor do we have any organizations which are particular for the people working in the educational media field.

I am therefore interested in the relationship between the development of leadership in the profession itself, and leadership within the organization of the professionals. With the Norwegian situation described above I am naturally most interested in the first of these aspects.

Personally I see the functional-leadership approach as the most fruitful one. I see this as dependent to a great extent of the individual's ability to discern and structure the groups objectives at any specific time and to adjust ones own objectives accordingly when this is perceived as worthwhile.

If one follows the functional approach to leadership, another interesting point comes forth. While many other approaches lead to the selection and training of specific leaders who are supposed to take leadership responsibility, the functional approach involves all group members as potential leaders in a given situation. Leadership training will then necessarily involve all these members with the objective of training them to work together, accepting both to fill leadership functions and to let others taking over leadership responsibility.

From what I have heard, as well as read from the paper on the "Okoboji Conference Process", this conference seems to be a typical example both of a functional leadership situation and of a training process for this kind of leadership.

29. MILTON PATRIE (Kentucky)

I. The creation and implementation of an effective working communication model for the development of leadership to be used by ABCT.

II. The development of leadership opportunities to function effectively within the organization.

III. The creation of an organizational pattern that reflects equal representation of all types of membership in positions of leadership, (examples of groups within membership, type of employment, sex, age, minority groups), and

IV. The development of leadership in media for creating and/or influencing a multi-ethnic society.

30. JOHN BULLARD (Iowa)

My concerns are more about the profession than about the development of "leaders." How can we develop leadership in a "profession" that hasn't yet been satisfactorily defined or named. The Domain of Instructional Technology (DIT) is in reality the Domain of Instruction in a Technological Society and is much too broad in scope. It is not possible to train a general practitioner (GP) in the DIT in a 3 or 4 year graduate training program, therefore, the only GP/DIT is the seasoned educator who has had time to develop some expertise in Management, Selection and Evaluation, Support/Supply, Research and Theory, Design, Utilization and Utilization/Dissemination. How many of these are there?

It seems that if we claim the DIT, then we would be Instructional Technologists (ITs) and that implies a generalist with all of the skills listed above. Or are all who possess any of the above skills ITs, including the photographer, the librarian, the measurement specialist, etc. We have many leaders associated with our professional organization--are psychologists, equipment specialists, politicians and classroom teachers all ITs?

Developing a leadership program without first developing a clear conceptualization of the profession we want leaders for is a waste. Perhaps AECT and this conference should put all its resources to the realistic specification of the competency-based jobs, and establish a means (such as examining boards) to monitor programs and certify personnel.

What the are minimum competencies of the generalist in IT? Must these competencies be met prior to a being certified in IT-Research or an IT-Support/Supply, etc.?

If we can define these roles--then perhaps we can determine what type of specialized leadership training we should be considering. We will have a goal.

31. LIDA COCHRAN (Iowa)

I was privileged to read the responses to Francis Noel's request for identification of acts of leadership in our field over the past fifty years. Reading of leadership in the past made me feel proud--and concerned: Proud of audiovisual technology's contribution to education and concerned that no one mentioned any act of leadership contributing to strengthening DAVI/AECT as an organization, except to mention, "name-change." Is there a need to more clearly define the structure and procedures of AECT so that: 1. Paths to leadership in AECT are clearly visible to would-be leaders, and 2 Activities started in one year will be continued by officers and committees of the following years?

Is the welfare of its members a concern of a professional association's leadership? For example, what should be the role of AECT in certification of audiovisual technologists and establishing standards for accreditation of schools and colleges.

Also, I am concerned that in focusing on leadership development we may neglect the need for excellence at all levels of endeavor. Leaders and followers, we are all members of the team, dependent upon each other. The most elaborate multi-media presentation is a dud without experts to run the equipment. Can we seek perfection in the performance of all tasks at all levels, giving credit and dignity to every job well done?

32. ROBERT JARECKE (California)

I. As in Lawson's paper, "How do you describe the phenomenon called leadership?" I am concerned that we must somehow define our terms. Can leadership be defined in terms of criteria? Will that be enough?

II. What is meant by "Development"? What is the Media Professional?

III. What procedures do we have and/or use to identify potential leaders?

IV. Do we too often operate empirically?

V. How sensitive are we (and how sensitive should we be) to the "Organization Man" and the "Establishment" when we think of "Leadership"? I have the gnawing feeling that some "leaders" are those who simply accede to the established patterns. Is this a problem?

VI. What role does "personality" play in leadership?

VII. Can "leadership" really be related to SIN?

Sensitivity
Initiative - Imagination
Nurture of the Individual

(continued)

33. ARTHUR M. SUCHESK (California)

What is the value of leadership in our career field if it is not to inspire others to follow, to create, and to have the courage to build on to the foundation laid by past and present leaders.

There are four major concerns in the area of leadership development that I offer for the delegates consideration:

1. Leaders and upcoming leaders should be encouraged to take innovative, calculated risks and not to be totally concerned with placating the establishment.

2. The activists in leadership should document what they are accomplishing or attempting to accomplish in order to establish a valid bank of leadership inspired experiences. This is in contrast with the documentation that usually comes from historians or good writer types.

3. Leadership should be promoted by setting examples, sharing experiences, failures as well as successes, and by actively and aggressively sponsoring potential leaders upcoming from the ranks.

4. A step structured leadership career development program should be designed and administered by ABCT in order to insure a continual flow through the years of "Experienced Leadership."

34. CHARLES VAN HORN (Washington, D.C.)

The behavioral sciences are grounded in a belief that the needs and motivations of people are of prime concern. Furthermore, there is an acceptance of the value of the individual as a thinking, feeling organism, and of the fact that without these considerations the organizations that do not take this into account fall short of their purposes as social entities.

There is optimism about the innate potential of man to be independent, creative, productive, and capable of contributing positively to the objectives of an organization. There is an assumption that not only does man have these potentialities but, under the proper conditions, will actualize them. These "proper conditions" are based on the application of the fundamental concept of the dignity of the individual.

Satisfactory working conditions, adequate compensation, and the necessary resources for the accomplishment of the task are viewed as only a small part of the requirements for a motivational climate. Of greater importance are the creation of an atmosphere of effective leadership, the opportunity for the realization of personal goals, congenial relations with others at the place of work, and a sense of accomplishment. In other words the aim is to change the psychological environment in terms of man's personal needs.

Building upon research which demonstrates that groups do exist as social units within an organization, the current emphasis should be on the effective use of group effort and interaction. Especially in the realm of leader-members relations, the group theory of organization stresses the effectiveness of cohesive groups in carrying out mutually agreed upon objectives. Research has shown that group norms may take precedence over leader directives unless the group has the utmost respect and confidence for the leader.

There is a realization that a larger organization, such as ABCT, is in fact, a collection of overlapping formal and informal groups. Effective leadership should be equated with optimal use and cooperation with these groups.

Aim for participation: Research has shown repeatedly that individuals are more deeply committed to a course of action if they have had a voice in planning it. There has been a growing realization that the most effective means of gaining commitment and involvement is to obtain the participation of personnel in reaching decisions that effect them.

Participation in this sense is not the brand of "consultative leadership" often identified with the human relations movement, under which a leader, who has already decided upon a course of action, asks the opinions of personnel merely to give them a sense of participation. The use of participation implies that the leader really wants the opinion of the members and that he is willing to be influenced by their feelings and ideas.

(continued)

The "social system" of an organization is viewed as an enlarged version of a man. The organization is believed to have, on a large scale, all the qualities of an individual, including beliefs, mode of behaving, objectives, personality and motivations. It has outputs, inputs, interaction and responses. This theory assumes that all behavior is goal seeking, in individuals and in organizations. Improvement of the system, therefore, is aimed at increasing its effectiveness, as a totality, in order that it may reach its goals.

Because of the overlapping, reinforcing, and interrelated nature of the systems components, development or improvement of the organization is geared to improve all parts of the system.

To this writer, dealing with isolated factors in organization improvement results in minimal pay off. For example:

- o New equipment and materials are of little value unless staff are trained to operate and use them effectively.
- o Open communication is dependent upon trust among people.
- o Individual objectives cannot be meshed with organizational objectives unless the organizational objectives are clearly defined and communicated.
- o An atmosphere of candor and interpersonal authenticity can be disastrous unless there is generally a condition of mental health among the members.
- o Asking the participation on the part of the members is pointless unless they are committed to the objectives being sought.

Organizations as dynamic entities are characterized by pervasive change. The management of change is seen as the real job of the leader. Managing change takes two forms (1) acclimating the members to externally and internally created change, and (2) building an atmosphere in which change is not only welcomed but created by the members.

The "on-going process" is seen as a self-perpetuating, ever-involving phenomenon. As an organization reaches one plateau of effectiveness, and as societal and internal changes are introduced and assimilated, new goals are established. Working toward these goals is viewed as an on-going process of actualizing the organization's potential.

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Appendix B

SUMMARIZED RESPONSES TO QUESTIONNAIRE

About eight weeks prior to the 18th Okoboji Conference delegates were given the option of either writing the customary "concerns" or responding to a questionnaire developed by James R. Lawson.

Since the responses included numerous duplications of ideas, the delegates voted to include a summarization of their responses in this appendix. The questions are listed in the order of importance as rated by the delegates. It is interesting to note the differing, and sometimes opposing, points of view.

1. What would you identify to be the crucial dimensions of leadership behavior? List in the order of their powerfulness those broad, universal elements or properties that you believe underlie leadership behavior. Those answers should be based on your background, experience, beliefs, and points of view; a search of your mind and soul and not a search of the literature.

Leader should possess:

a. *Respect for and faith in others - Humaneness*
b. *Self confidence - determination - rewards - group recognition by peers*
c. *Sensitivity to needs of group*
d. *Physical appearance as accepted by group*
e. *Intelligence, foresight, stability*
f. *Internal drive, motivation, flexibility*

Leader should have ability to:

a. *Work with and through others*
b. *Define purposes and problems in light of your professional job and associational needs and goals*
c. *Make decisions*
d. *Translate purposes into a plan to "get there", working with colleagues, sometimes pushing, always leading*
e. *Change and embrace new ideas*
f. *To communicate*

2. What leadership role should AECT members play in education and society over the next ten years?

AECT members should:

a. *Be noted for their innovativeness, creativity, and concern for humane education.*
b. *Guide education toward the positive use of technology to individualize and personalize instruction.*
c. *Be leaders in "alternative" movements, external degrees, community resource centers, and citizen information networks, showing our concern for learning.*
d. *Be as concerned with goals as with means, scrutinizing our own products and processes for undesirable as well as desirable outcomes.*

e. Bring society and education closer together, assist in defining societal goals, and then support them.

f. Work more closely with classroom teachers, librarians, and administrators to facilitate the acquisition, processing, distribution, utilization and servicing of instructional materials and equipment.

g. Respond to the goals of AECT, trying to foster competent leadership in the affiliate associations, regional, county, and city groups.

h. Apply communication skills which have been researched with responsible results in education; be more conservative with innovative claims.

i. Apply their expertise in defining, clarifying and improving communication in many different types of organizations in society --including governmental, professional social types.

3. **What leadership role should AECT, as an organization, play in the greater society over the next ten years?**

AECT should:

a. Internally, set up terminal objectives to be achieved by AECT in ten years and develop professional criteria for members of va ious groups.

b. Externally, research needs of society as AECT can meet them.

c. Apply its efforts to the study of people in our society, taking an active interest in how students learn; instead of putting emphasis on professionalism, associations, etc., make an all-out effort to study specific areas of learning.

d. Make a complete disclosure to the membership of the problems being faced by the organization. Design an organizational framework which will allow membership response and/or participation.

e. Broaden our organizational contacts with the field--see what can and should be done to get competing groups in touch--direct their energies and expertise toward goals many organizations can accept and support.

f. Continually evaluate and upgrade their leadership training programs, establish better communications between society as a whole and the educational segments of society, and promote beneficial legislation for education.

g. Be involved in the learning society which will play a major factor in the future of the health, education, and welfare of the general populous of this country--not just school education.

h. Play a greater role in society by accomplishing its direct level(s) of responsibility to its constituents. Our leadership role in society is dependent upon our cohesiveness, rapport, as a <u>professional</u> Educational Communications and Technological Organization and our success in solving communication problems which are involved in the educational process.

i. Take a stand on relevant social issues, especially those pertaining to communication and technology (the misuse of information by schools, the relation of work, education and leisure, and development of technologies in education to promote individual's

sense of potency, of control over his own destiny)--Monitor its own technologies, taking responsibility for goals as well as means and unintended as well as intended outcomes.

j. Work toward the continued development and advancement of the media profession among the other professions of society, developing fully a strong voice in the scheme of society and its sub-level, education.

k. Increase its involvement in, and support for, life-long learning, from education for very young children, public school education, college and vocational education, to continuing education for adults.

l. Work closely with affiliates.

m. Encourage and support research in the behavioral and physical usage of the mass media. ...Help society learn to cope with mass media - to interpret and to evaluate.

n. Promote communication and understanding between divisions and develop the cross-talk for cooperative working relationships with all specialized areas.

4. Where should AECT put its emphasis in implementing a leadership development program? Keep in mind there are two main classifications of leadership: (1) functions to achieve group goals, and (2) leadership functions to maintain and strengthen the group itself.

AECT should:

a. Encourage the development of leaders with a futures orientation, who insist our role must be reform in education, not merely technologizing the status quo.

b. Listen to past leadership in research and experience which strengthened the field in the earlier stages of development. Leadership functions of AECT must maintain and strengthen the group who support it financially (the dues paying members) and leadership in achievement of group goals must be a total more than a focal outlook.

c. Define the field--as represented in its membership categories; clarify professional goals of practitioners of many different types who belong to AECT; define elements of professional behavior; develop professional preparation programs suited to provide identified competencies.

d. Develop programs that cover from grass roots levels on up, programs so designed and structured as to increase the depth and breadth of increasing numbers of potential leaders.

e. Emphasize the development of leadership among the younger members of the organization and the graduate students, who are specializing in media.

f. Place emphasis at the state and local levels with conferences for the development of leadership, funded and staffed by AECT.

g. Emphasize in a leadership development program, the leadership functions which allow the achievement of group goals and not those that necessarily perpetuate the association.

h. Implement the leadership development program at state affiliate level, providing conscious understanding and practice under supervision with performance appraisals.

(Summary of responses continued)

One delegate wrote:

> *This question puts the cart before the horse in many ways. Particularly since many AECT members are questioning AECT goals (what are they? are they worthwhile?) Only when there is a common understanding of goals can this question be answered.*

5. How would you define the powerful and crucial dimensions you have identified in operational terms?

Ability to:

a. *Recognize existing problems and accurately interpret their causes. (Problem Sensitivity).*
b. *Generate a variety of potential solutions. (Idea Fluency)*
c. *Discover or create "original" solutions. (Originality)*
d. *Be open to a wide variety of solutions. (Flexibility)*
e. *Demonstrate determination, persistence, and self-confidence. (Drive)*
f. *Analyze complex problems and synthesize solutions. (Insight)*
g. *Organize, initiate, and complete projects.*
h. *Seek opportunities for leadership.*
i. *Motivate co-workers.*
j. *Seek realistic goals. (Realism)*
k. *Make decisions.*
l. *Work under pressure.*
m. *Recognize differences and needs of co-workers. (Humanism)*

6. What criteria should be established to identify emergent leadership?

Evidence of:

a. *Scholarship and intelligence.*
b. *Credibility.*
c. *Salesmanship, including communication skills.*
d. *Self-confidence.*
e. *Past leadership at local and state levels.*
f. *Desire to perform at national level.*
g. *Willingness to listen to group needs.*
h. *Ability to delegate responsibility.*
i. *Sensitivity to societal needs.*
j. *Ability to define and use objectives.*
k. *Humanism.*
l. *Ability to organize, conceptualize, analyze, synthesize.*
m. *Ability to motivate co-workers.*
n. *Responsibleness.*
o. *Openness.*
p. *Insight.*
q. *Future sightedness.*
r. *Energy and enthusiasm.*

7. What criteria should be established to determine which skills, knowledges, and attitudes are to be developed in emergent leaders? In leaders already identified, selected or appointed?

(Summary of responses continued)

Ability to:

a. *Make philosophical and theoretical contributions to the profession.*
b. *Recognize and understand present and future needs of the profession and of the field of education as a whole.*
c. *Interpret and communicate the present and future goals of AECT.*
d. *Conceptualize and classify leadership roles, situations, types.*
e. *Identify to provide leadership for the group rather than accomplish personal gain.*

8. What skills, knowledge, and attitudes do you perceive leaders must have to achieve the goals of the association?

Ability (skills) to:

a. *Communicate organizational goals.*
b. *Organize.*
c. *Work with people.*
d. *Take appropriate risks.*
e. *Convince and motivate others.*
f. *Demonstrate patience, humor, objectivity, enthusiasm, sincerity, modesty.*
g. *Delegate responsibility to others, and accept the actions of the delegates.*
h. *Analyze and synthesize complex problems.*

Knowledge of:

a. *The media field.*
b. *Group dynamics.*
c. *Research methods.*
d. *Learning theory.*
e. *Teaching methods.*
f. *Technology.*
g. *Relevant legislative action.*
h. *Educational alternatives.*
i. *Curricular innovations and trends.*
j. *Significant people in the field and their contribution.*
k. *Political processes.*

Evidence of appropriate attitudes toward:

a. *Group opinion.*
b. *Individual differences.*
c. *Ideas of others.*
d. *The future.*
e. *Technology and human values.*
f. *Potential contributions of technology.*
g. *Self.*
h. *The profession and those in it.*

9. What skills, knowledge, and attitudes do you perceive leaders must have to maintain and strengthen the Association?

(Summary of responses continued)

Ability (skills) to:

a. *Objectively evaluate the organization's goals and its success in accomplishing them.*
b. *Make corrective adjustments when necessary.*
c. *Work with and influence others.*
d. *Organize.*
e. *Be persistent and dependable.*
f. *Be creative and ambitious.*
g. *Communicate, formally and informally, verbally and non-verbally.*

Knowledge of:

a. *Entire field.*
b. *Association goals.*
c. *Organization of the association.*
d. *Key people in the association.*
e. *Worth of the association.*
f. *Needs of members.*
g. *Group dynamics.*

Evidence of appropriate attitudes toward:

a. *The democratic process.*
b. *Willingness to work.*
c. *The contributions of the profession and the association to society.*
d. *Growth of the association as vital to the profession.*
e. *The future of the individuals in the profession.*
f. *Personal future aspirations.*

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